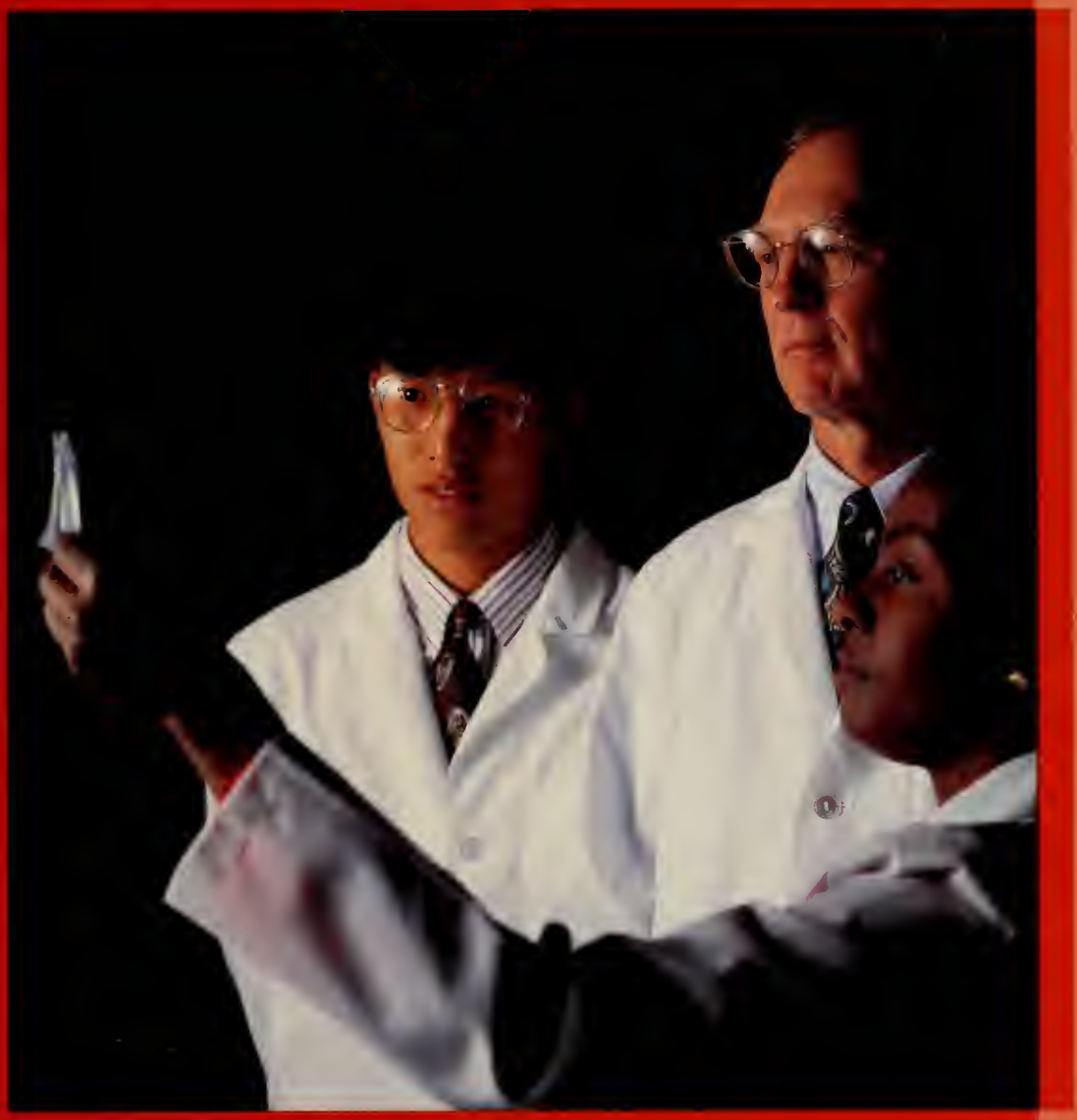

UNIVERSITY OF FLORIDA

College of Medicine
1994-95 Catalog
The University Record

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We envision the University of Florida College of Medicine to be, and to be recognized as, one of the leading medical schools in the United States. We envision an institution deeply committed to excellence, quality and scholarship in pursuit of its integrated educational, clinical and investigative mission. We envision a caring environment filled with enthusiasm, intellectual ferment, mutual support, and pride in personal, departmental, collegiate and university accomplishments.

The University of Florida College of Medicine is an equal opportunity employer within the meaning of Title VII of the Civil Rights Act of 1964.

Volume LXXXIX Series 1, No. 3, June 1994

THE UNIVERSITY RECORD (USPS 652-760) published quarterly by the University of FLorida, Office of Publications, Gainesville, Florida 32611. Second-class postage paid at Gainesville, Florida 32601. POSTMASTER: Send address change to the Office of the Registrar, University of Florida, Gainesville, FL 32611.

This publication has been adopted as a rule of the University pursuant to the provisions of Chapter 120 of the Florida Statutes. Addenda to the University Record Series, if any, are available upon request to the Office of the Registrar.

For an application or further information please contact:
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University of Florida College of Medicine
1994-95 Catalog

Aerial view of the UF Health Science Center

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UNIVERSITY OF FLORIDA

MISSION

The University of Florida belongs to an ancient tradition of great universities. We participate in an elaborate conversation among scholars and students that extends over space and time linking the experiences of Western Europe with the traditions and histories of all cultures, that explores the limits of the physical and biological universes, and that nurtures and prepares generations of educated people to address the problems of our societies. While the University of Florida recognizes no limits on its intellectual boundaries, and our faculty and students remain free to explore wherever the mind and imagination lead, we live in a real world whose constraints limit what we can do. Out of the conflict between our universal intellectual aspirations and the limitations of our environment, comes the definition of the university's goals.

Education

American colleges and universities share the fundamental educational mission of teaching students. The undergraduate experience, based in the arts and sciences, remains at the core of higher education in America. The formation of educated people, the transformation of mind through learning, and the launching of a lifetime of intellectual growth: these goals remain central to every university. The undergraduate foundation of American higher education has grown more complex as the knowledge we teach has grown more complex. Where once we had a single track through the arts and sciences leading to a degree we now have multiple tracks leading to many degrees in arts and sciences as well as in a range of professional schools. Yet even with the variety of degrees, American university undergraduate education must rest on the fundamental knowledge of the liberal arts and sciences.

In our academic world we recognize two rather imprecisely defined categories of higher education: colleges and universities. The traditional American college specializes in a carefully crafted four-year undergraduate program, generally focused almost entirely on the arts and sciences. Universities extend the range of this undergraduate education to include advanced or graduate study leading to the Ph.D. Most American universities also include a variety of undergraduate and graduate professional programs, masters degree programs, and the like. The University of Florida shares these traditions. As an American university, we have a major commitment to undergraduate education as the foundation of our academic organization and we pursue graduate education for the Ph.D. as well as many other graduate degrees in professional fields.

We are, in addition, a major public, comprehensive, land-grant, research university. Each of these adjectives defines one of our characteristics, and through frequent repetition, this description takes on the style of a ritual incantation: rhythmic, reverent, and infrequently examined. What, then, does each of these key words mean?

Major

Here, at the head of the list, we find one of our most important aspirations. We will be, we must be, and we are, a major university. We define ourselves in comparison to the best universities we can find. We need not be the absolutely unambiguously best, but we must be among the best universities in the world. Exact ranking of the best universities is a meaningless exercise, but most of us can name 60 great universities. By whatever indicator of quality we choose, our university should fall into this group.

Public

We exist thanks to the commitment and investment of the people of the State of Florida. Generations of tax dollars have constructed the facilities we enjoy and have paid the major portion of our operating budget. The graduates of this institution, educated with tax dollars, have provided the majority of our private funding. Our state legislators created the conditions that permit our faculty to educate our students, pursue their research, conduct their clinical practice, and serve their statewide constituencies. We exist, then, within the public sector, responsible and responsive to the needs of the citizens of our state. The obligations we assume as a public university determine many of our characteristics.

We have many more undergraduates than graduates, we respond quickly to the needs of the state's economy, we accommodate complex linkages with other state universities and community colleges,

and we operate in cooperative symbiosis with our state's media. We also experience an often too-close interaction with the political process. Private universities do not respond in the same ways to these issues and have a different profile. We, as a public university, must maintain a close, continuous, and effective communication with our many publics.

Comprehensive

This adjective recognizes the universal reach of our pursuit of knowledge. As a matter of principle, we exclude no field from our purview. We believe that our approach to knowledge and learning, to understanding and wisdom, requires us to be ready to examine any field, cultivate any discipline, and explore any topic that offers insight or intellectual tools. Resource limits, human or financial may constrain us from cultivating one or another academic subspecialty, but we accept, in principle, no limit on our field of view. Even when we struggle with budget problems and must reduce a program or miss an intellectual opportunity, we do so only to meet the practical constraints of our current environment. We never relinquish the commitment to the holistic pursuit of knowledge.

Land-grant

Florida belongs to the set of American universities whose mandate includes a commitment to the development and transmission of practical knowledge. As one of the land-grant universities identified by the Morrill Act of 1862, the University of Florida has a special focus on agriculture and engineering and a mandate to deliver the practical benefits of university knowledge to every county in the state. In our university, the Institute of Food and Agricultural Sciences and the College of Engineering respond to this definition most obviously, but over time, the entire university has to come to recognize its commitment to translating the benefit of abstract and theoretical knowledge into the marketplace, where it can sustain the economic growth that supports us all.

This commitment permeates the institutional culture and defines us as one of some 72 such institutions in America. The land-grant university is, of course, a peculiarly American invention and captures one of the powerful cultural beliefs of our country: that knowledge passes the test of quality by remaining vitally connected to industry and commerce.

Research

Research defines a certain type of university. Our faculty must dedicate themselves not only to the bedrock function of education, not only to the landgrant function of service, but equally to the essential activity of research.

By research we mean the effort to expand our understanding of the natural world, the world of the mind, and the world of the senses. We define research to include the theoretical abstractions of the mathematician, the experimental discoveries of the geneticist, the insights of the semiotician, the recreations of the historian, or the analysis of the anthropologist. We define research to capture the business professor's analysis of economic organization, the architect's design, and the musician's interpretation or the artist's special vision. Research by agronomists improves crops, and research by engineers enhances materials. Medical and clinical research cure and prevent disease. The list of research fields continues as endlessly as the intellectual consensus of our faculty and the academic vision of our colleges.

INSTITUTIONAL PURPOSE

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's nine universities and a member of the American Association of Universities. Its faculty and staff are dedicated to the common pursuit of the University's three-fold mission: education, research and service.

Education-undergraduate and graduate through the doctorate is the fundamental purpose-of the University. Research and scholarship are integral to the educational process and to expanding humankind's understanding of the natural world, the mind and the senses. Service is the University's obligation to share the benefits of its knowledge for the public good.

These three interlocking elements span all of the University of Florida's academic disciplines and multidisciplinary centers and represent the University of Florida's academic disciplines and multidisciplinary centers. They also represent the University's obligation to serve the needs of Florida's citizens and the nation by pursuing and disseminating new knowledge while building upon

the past. Every dimension of the University bespeaks its commitment to a culturally and internationally diverse intellectual environment in which teaching, research and service are fully integrated with its interdisciplinary pursuits to meet the changing needs of the global community.

The University of Florida is committed to providing the knowledge, benefits and services it produces with quality and effectiveness. It aspires to further national and international recognition for its initiatives and achievements in promoting human values and improving the quality of life.

The University of Florida is accredited by the Commission on Colleges of the Souther Association of Colleges and Schools to award the degrees of bachelor, master, specialist and engineer, as well as doctoral and professional degrees.

ACADEMIC CALENDAR 1994-1995

CLASS OF 1998 -FIRST YEAR

Required Orientation	Thursday, August 18 through Tuesday, August 23, 1994
Classes Begin	Wednesday, August 24, 1994
Labor Day (Holiday)	Monday, September 5, 1994
Veteran's Day (Holiday)	Friday, November 11, 1994
Thanksgiving Vacation	Thursday, November 24 through Sunday, November 27, 1994
Classes Resume	Monday, November 28, 1994
Classes End	Thursday, December 22, 1994
Winter Break	Friday, December 23, 1994 through Sunday, January 8, 1995
Classes Begin	Monday, January 9, 1995
Martin Luther King, Jr. Day(Holiday)	Monday, January 16, 1995
Spring Break	One week, TBA
Health Care Issues Day	Wednesday, April 5, 1995
Memorial Day (Holiday)	Monday, May 29, 1995
Classes End	Friday, June 9, 1995

CLASS OF 1997 - SECOND YEAR

Classes Begin	Monday, August 22, 1994
Labor Day (Holiday)	Monday, September 5, 1994
Veteran's Day (Holiday)	Friday, November 11, 1994
Thanksgiving Vacation	Thursday, November 24 through Sunday, November 27, 1994
Classes Resume	Monday, November 28, 1994
Classes End	Thursday, December 22, 1994
Winter Break	Friday, December 23, 1994 through Sunday, January 8, 1995
Classes Begin	Monday, January 9, 1995
Martin Luther King, Jr. Day (Holiday)	Monday, January 16, 1995
Spring Break	One week, TBA
Health Care Issues Day	Wednesday, April 5, 1995
Classes End	Friday, May 19, 1995
USMLE Exam Step I	Wednesday, June 14 through Thursday, June 15, 1995
Summer Break	Friday, June 16 through Thursday, July 6, 1995

CLASS OF 1996 - THIRD YEAR

Introduction to the Clerkships (Required)	Friday, July 8 , 1994
Rotation I Begins	Sunday, July 10, 1994
Rotation I Ends	Saturday, September 3, 1994
Labor Day (Holiday)	Monday, September 5, 1994
Rotation II Begins	Tuesday, September 6, 1994
Rotation II Ends	Saturday, October 29, 1994
Rotation III Begins	Sunday, October 30, 1994
Veteran's Day (Holiday)	Friday, November 11, 1994

Thanksgiving (Vacation)	Wednesday, November 23, 1994 6:00 pm through Sunday, November 27, 1994
Rotation III Resumes	Monday, November 28, 1994
Rotation III Ends	Thursday, December 22, 1994
Winter Break	Thursday, December 22, 6:00 pm through Saturday, January 7, 1995
Rotation IV Begins	Sunday, January 8, 1995
Martin Luther King, Jr. Day (Holiday)	Monday, January 16, 1995
Rotation IV Ends	Thursday, March 2, 1995
Spring Break	Thursday, March 2, 6:00 pm through Monday, March 6, 1995
Rotation V Begins	Tuesday, March 7, 1995
Health Care Issues Day	Wednesday, April 5, 1995
Rotation V Ends	Saturday, April 29, 1995
Rotation VI Begins	Sunday, April 30, 1995
Memorial Day (Holiday)	Monday, May 29, 1995
Rotation VI Ends	Saturday, June 24, 1995
Summer Break	Sunday, June 25 through Saturday, July 1, 1995
Senior Electives Begin	Sunday, July 2, 1995

CLASS OF 1995 - FOURTH YEAR

Elective Period One Advanced Pharmacology (Required)	Sunday, July 3 through Saturday, July 30, 1994
Elective Period Two	Sunday, July 31, through Saturday, August 27, 1994
Fall Break	Sunday, August 28, through Saturday, September 3, 1994
USMLE Step 2	Wednesday,August 31 and Thursday, September 1, 1994

Elective Period Three	Sunday, September 4 through Saturday, October 1, 1994
USMLE Step 1	Thursday, September 22 and Friday, September 23, 1994
Elective Period Four	Sunday, October 2 through Saturday, October 29, 1994
Elective Period Five	Sunday, October 30 through Saturday, November 26, 1994
Elective Period Six	Sunday, November 27 through Thursday, December 22, 1994
Winter Break	Thursday, December 22, 1994, 6:00 pm through Saturday, January 7, 1995
Elective Period Seven	Sunday, January 8 through Saturday, February 4, 1995
Elective Period Eight	Sunday, February 5 through Saturday, March 4, 1995
Elective Period Nine	Sunday, March 5 through Saturday, April 1, 1995
NRMP Match Day (holiday)	Wednesday, March 15, 1995
Elective Period Ten	Sunday, April 2 through Saturday, April 29, 1995
Health Care Issues	Wednesday, April 5, 1995
Elective Period Eleven	Sunday, April 30 through Friday, May 26, 1995
Graduation	Saturday, May 27, 1995

DEAN'S STAFF

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Roy F. Cucchiara, M.D.
Chairman, Anesthesiology

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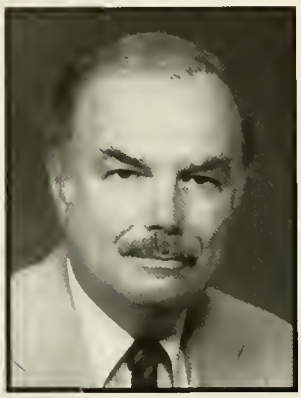

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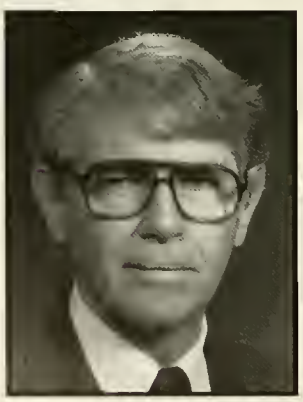

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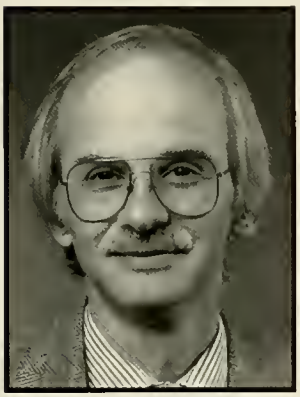

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GENERAL INFORMATION

Medical education is a continuous learning process that begins with the decision to become a physician and ends with retirement from the profession. The formal component of this continuum is divided into three stages. The first is premedical education occurring in an undergraduate university setting. This stage should provide a combination of liberal education with science prerequisites concluding with the awarding of a bachelor's degree.

The next stage is medical undergraduate education, usually requiring four years and leading to the M.D. degree.

The third formal stage is graduate medical education in specialty programs. These residency programs of patient care under supervision, take place predominantly in a hospital environment and generally require three to six years, depending upon the specialty.

Residency training prepares the physician for specialty certification and the independent practice of medicine.

Further graduate medical education in a subspecialty can be pursued in fellowship programs.

Licensure to practice medicine is achieved through a three step examination sequence during medical school and residency training. The United States Medical Licensing Examination is administered by the National Board of Medical Examiners.

These formal stages of medical education, lasting from 11 to 14 years, lead to licensure and specialty certification, but thereafter the physician is responsible to maintain and enhance their competence through formal and informal continuing medical education.

It is the responsibility of colleges of medicine to select medical students, provide their education leading to the M.D. degree, prepare them for specialty training in residency programs and ensure that each understands the critical importance of the enduring phase of continuing education throughout their independent medical careers.

The most critical part of this educational continuum is medical school. Only colleges of medicine can grant the M.D. degree. The University of Florida College of Medicine is the cornerstone of the University of Florida Health Science Center which also includes the Colleges of Dentistry, Health Related Professions, Nursing, Pharmacy, and Veterinary Medicine.

The University of Florida College of Medicine has strived for excellence since admitting its first class in September, 1956. It first received full accreditation from the Liaison Committee on Medical Education in 1960, and again in 1963, 1969, 1976, 1983 and 1993.

Rapid expansion in education, biomedical research, clinical care and other services have permitted the College to offer a curriculum leading to a Ph.D. degree in each of the basic medical sciences and a combined M.D./Ph.D. program in addition to the M.D. degree.

Graduate medical education is provided predominantly in cooperation with Shands Hospital, the Gainesville Veterans Affairs Medical Center, and its urban campus at University Medical Center in Jacksonville. This is through residency and fellowship programs accredited by the Accreditation Council on Graduate Medical Education. Affiliations with community health care programs provide additional opportunities for the College's educational and clinical care activities.

The University of Florida Health Science Center, including Shands Hospital and the Gainesville Veterans Affairs Medical Center, is located at the southeast corner of the University of Florida campus. The structural unity of the Health Science Center and the geographic location on the university campus promote an interdisciplinary approach to education, research and patient care.

The University of Florida Health Science Center in Jacksonville is located 90 miles from Gainesville.

STUDENTS

The College of Medicine recognizes its obligation to graduate, for the State of Florida and society, highly competent and responsible physicians. The realization of this goal is not possible without excellent students. The College strives for a diverse student population without preconceptions about what constitutes an ideal applicant. Equal opportunity and ethnic, racial, religious, gender and cultural diversity are important principles for our students and faculty. The University of Florida agrees with and abides by regulations regarding the recruitment and admission of students with handicaps, as it does regarding recruitment and employment of faculty and staff.

Interest in becoming a physician, in having the opportunity to contribute to caring for the health needs of fellow humans, begins before medical school. The faculty of the College of Medicine nurtures this interest whenever it occurs and encourages those with desire and talent to be confident they can become physicians.

Part of this encouragement is through preprofessional counseling provided cooperatively by the College of Liberal Arts and Sciences and the College of Medicine.

Volunteering in communities and hospitals also is an important way to nurture interest and learn about the variety of opportunities in health care. Exposure to biomedical research is an additional avenue for exploring opportunities in health care. All of these experiences help prospective medical students decide if they have the necessary desire and dedication to become physician members of the healthcare team.

Admission to the College of Medicine is based on quantitative and qualitative criteria. Quantitative criteria are grade point average and performance on standardized examinations, such as the Medical College Admissions Test. Qualitative criteria include attitudes, values and personality characteristics.

After an applicant's academic potential to succeed in challenging learning situations is determined by quantitative criteria, the admissions committee is charged to concentrate on the applicant's social and personal history to focus on potential as a physician. During the interview process, admission committee members seek indicators of altruism, community service, concern for the broader human condition, judgement, interpersonal characteristics and a deep desire to prevent illness and care for the sick that might predict a future physician who is competent, compassionate and trustworthy.

Students accepted to the College of Medicine begin a challenging learning experience leading to a potentially exciting and rewarding career in community practice, academic medicine or government service. The knowledge base necessary to be an effective physician requires that each student have the requisite ability, aptitude and premedical preparation.

But more is needed to become a good physician than adequate knowledge. The social contract that exists between patient and physician demands attention to the highest standards of moral and ethical behavior throughout one's medical career.

From the beginning of medical school, our student are placed in an environment intended to help them realize the special joys and unique responsibilities that the profession combines. Early exposure to clinician role models in the academic setting and practicing community is part of a learning experience designed to incorporate them into the family of physicians who are responsible for the health needs of society.

For the four years in medical school, concern and effort from the faculty are directed toward imparting to all students the importance of the art as well as science of medicine-enabling them to find the optimal balance between knowing and caring, and helping them understand their inevitable limitations.

It is the responsibility of the College of Medicine to help all students develop the combination of knowledge and maturity that is sufficient for assuming incremental responsibility.

Upon graduation, every student should be prepared to assume the responsibilities required in a supervised clinical care setting, whatever area of specialized training they might pursue, and to have developed an appreciation of the need for continued self-learning.

It is the philosophy of this College of Medicine that all patients in need of care will be provided that care, even though caring for patients with some illnesses may put the safety of staff and students in jeopardy. Caring for others more than self is part of the tradition of medicine and helps graduates become aware that they have the great privilege of asking fellow humans to allow them to care for their health needs and it is their obligation to maintain that trust.

FACULTY

The evolution of modern academic health centers has produced many opportunities for students and faculty. The knowledge and skills needed to deliver technologically advanced clinical care and to make scientific discoveries have become highly specialized. This provides the opportunity for students to learn of the most recent advances in a large number of disciplines and to participate in rigorous research.

This necessary degree of specialization can make the provision of a generalists education in basic science and clinical medicine more difficult. It is the responsibility of the College to provide the faculty and environments for learning that ensure its students receive the appropriate generalists education while learning about the latest scientific and clinical advances.

The commitment to education at the College is high. This commitment is a criterion for employment and is a measure of academic success. Efforts are made to encourage and facilitate educational, personal, and social faculty-student interaction. Recognition by students that the faculty are concerned about them as people is essential to a quality learning environment.

RESEARCH

Exploring new ways to understand health and disease through biomedical research is an exciting mission of any academic health center. Research that ranges from structural biology to medical sociology is conducted in the laboratories and offices of the College of Medicine and its affiliated institutions.

The College is especially proud of its research focus at the intersection of basic and clinical science. The College has more than 35 endowed research professorships, numerous federally funded research opportunities for medical students and a long-standing clinical research center. A soon to be constructed Brain Institute will allow the College of Medicine to be a leader in research into the next century.

The future will include even more collaborative research between basic scientists and clinicians, an effort that will bring the unsolved scientific problems discovered at the bedside to the laboratories of skilled investigators. Increased collaboration between the College of Medicine and other Health Center colleges and with University programs in agriculture, education, engineering, nuclear sciences, physics, psychology and others is vital to utilizing available talent and making exciting discoveries.

AFFILIATIONS AND FACILITIES

Most programs and faculty are housed in the University of Florida Health Science Center. The Health Science Center's facilities include the Chandler A. Stetson Medical Sciences Building, the Communicore (library, teaching laboratories and classrooms), the Academic Research Building, the Colleges of Dentistry, Health Related Professions, Medicine, Nursing, Pharmacy, Veterinary Medicine, Shands Hospital and the Gainesville Veterans Affairs Medical Center.

The 548 bed Shands Hospital has more than 25,000 inpatient admissions recorded each year. The outpatient clinics record more than 200,000

visits per year.

The Veterans Affairs Medical Center, located across the street from the Health Science Center, has a capacity of 475 beds and provides additional clinical and research sources. Both institutions offer ample opportunity for hospital-based bedside and ambulatory teaching.

Formal educational affiliations have been established in Tallahassee, Pensacola, Jacksonville, Leesburg, Broward County and Orlando which provide additional basic science and clinical science resources.

The Communicore is a facility unique to the College of Medicine. This building houses lecture and seminar rooms, multidisciplinary teaching laboratories, study areas and a center for the development and utilization of audiovisual and automated learning aids.

In addition, the Health Science Center Library has a collection of over 215,000 books and periodicals. Computer-based bibliographic retrieval services, such as MEDLINE, are available to support

teaching and research activities. The library participates in a regional network of medical libraries to supplement its information resources.

UNIVERSITY OF FLORIDA HEALTH SCIENCE CENTER JACKSONVILLE (UFHSC-J)

Several hospitals in nearby Jacksonville form the University of Florida Health Science Center Jacksonville (UFHSC-J), originally named the Jacksonville Health Education Programs, Inc. (JHEP), with the goal of improving medical education in the community.

In 1969, by action of the Board of Regents, UFHSC-J became a division of the J. Hillis Miller Health Science Center in Gainesville. One hundred and sixty-eight full-time faculty of the University of Florida College of Medicine are located in Jacksonville. In 1988, University Medical Center was designated by the Board of Regents as the urban campus of the Health Science Center.

There are elective rotations and required clerkships in a variety of clinical disciplines available in Jacksonville. These rotations provide the opportunity to observe and participate in the treatment of patients in a community hospital setting and to become acquainted with the many aspects of health care delivery in an urban area.

In addition to supervision by full-time faculty, the student may have the opportunity to learn from community-based practitioners.

Fifteen accredited residency programs are offered in Jacksonville. Residents participate in the teaching of students. UFHSC-J conducts a number of programs for continuing education for practicing physicians to which students are welcome.

A nationally patterned medical library system supports the teaching and research activities with extensive periodical holdings, bibliographic services and audiovisual collections.

The pediatric programs of the University of Florida are enriched by their relationship with the

Nemours Children's Clinic. Currently an outpatient unit, this newly emerging resource for North Florida will soon offer inpatient services at a state-of-the-art children's hospital as well. Many of the staff of the Nemours Children's Clinic are University of Florida faculty and there are joint efforts in research, education and patient care.

COMMUNITY MEDICINE

The College of Medicine, primarily through the departments of Community Health and Family Medicine, Internal Medicine, Pediatrics, and Obstetrics/ Gynecology, has had community-based programs for more than 20 years. The rural component of these educational experiences are well-recognized for their innovative contributions to patient care and medical education.

In response to community needs, as well as the need for changes in medical education mandated by changes in the teaching environment of teaching hospitals, the College of Medicine has established an Area Health Education Centers (AHEC) Program for the purpose of planning, developing and implementing more extensive community-based educational activities.

Through this program, students in each of the four years of medical school will have the opportunity to participate in clinical training activities in clinics and private physicians' offices throughout north Florida.

The delivery of primary health care is the major focus of these activities and students have an opportunity to become familiar with common medical problems which are seldom seen in the hospital setting. Working with community physicians provides the student with valuable role models for the practice of medicine.

The AHEC Program further links the academic health center with communities by encouraging faculty members of the College of Medicine to participate in community-based education and thereby brings much needed skills to underserved communities.

A basic premise of the community health programs of the College of Medicine is that they will direct the talents of faculty towards problems of health care delivery and engage the interest and enthusiasm of the medical students toward their future resolution.

Academic information

Students entering medical school today will be independent practitioners in the 21st century. It is not possible to visualize clearly the structure of the next century's health care system, but it is certain that it will be far different from today's.

The cost of healthcare will be an increasing focus of concern and significant changes in physician and hospital reimbursement are inevitable. A solution to the paradox of having the best possible care in the world, but inaccessible to millions of our own citizens will be demanded by many and likely legislated by government.

Judicious investment in health maintenance through prevention of illness and injury will be seen as wiser than the present expense of treating sickness. Healthcare will become more a wellness than sickness industry.

With continued aging of our population, caring for the chronically ill and elderly will become a significant component of the physician's time and expertise.

Sophisticated media and a more informed public will continue the demystification of the profession and people will be more involved in decisions about the use of technology in their treatment, and the treatment of family members incapable of making decisions. This involvement is but a step from the willing acceptance of healthcare rationing.

There will be more concern about quality of life and more indignation about impersonal death. Unless physicians are sensitive to the health needs of their community and society, the profession will no longer be held in high esteem. Nonphysicians will assume many of the duties and responsibilities now reserved for physicians.

Education of medical students in this country is the exclusive responsibility of medical schools. In discharging this responsibility, medical schools have the obligation to anticipate and introduce change and explore ways to prepare students for these changes. This responsibility to continuously revise the educational process is made difficult because of multiple missions.

The future success of this, and other colleges of medicine, will be the realization of a single mission: provision of healthcare for society through a synergism of education, research and clinical care wherein each component is seen as equally important and cooperatively pursued. Our students, faculty and staff approach this challenge with enthusiasm.

The University of Florida College of Medicine has the responsibility to provide healthcare to the referral community it serves and the obligation to prepare physicians to independently provide compassionate and skillful care in their own community.

This responsibility and obligation provides our mission: to educate students and physicians in the humanistic, scientific and technical principles of medicine; to provide the environment and faculty to make important biomedical discoveries; and to deliver the highest quality healthcare to the patients we serve.

The educational program of the College has three specific objectives. First, to provide a humane environment and a thoughtful faculty to foster and nurture the proper attitudes and behaviors during the professional development of each student. Second, to provide the variety of experiences that will allow each student to choose the field and specialty that will provide them a satisfying career of service. Third, to prepare each student academically and emotionally for the rigors and responsibilities of residency training and later independent community clinical practice, academic medicine or government service.

An essential prerequisite to being an effective physician is a solid background in the sciences basic to medicine. The relevance of this scientific knowledge to clinical medicine is important for learning, retaining and applying the large amount of available information.

Our curriculum provides significant clinical experience with academic and community physicians in the first year of medical school. The purpose of this early experience is not to teach the knowledge base and technical skills of the physician, but to participate with skilled physicians in communicating with their patients, serving their communities and utilizing a relevant scientific basis in the care of their patients.

Whatever the precise structure of the future healthcare system, it is apparent the College's curriculum should meet current objectives while preparing physicians for society's expectations of them in the 21st century. This society will be older and more racially and culturally diverse. Before

CUMULATED INDEX MEDICUS

today's students finish their professional careers, the number of people over age 65 will have doubled-from about 32 million in the mid 1990s to about 66 million by 2030. There also will have been a large increase in African, Asian and Hispanic-American populations.

These future demographic changes, combined with the current perception that the high cost of healthcare does not meet society's expectations for equal access, healthier lives and rational use of technology, will certainly lead to change.

Some changes are reasonably predictable. First, more emphasis will be placed on preventive medicine and maintaining health-promoting life styles.

Second, everyone in this country will have access to basic healthcare, both prevention and primary care.

Third, there will be rational assessment, cost effective use and involvement of patients in deciding the use of technology.

Fourth, physicians will work more closely with other healthcare providers in managing coordinated care and with their communities to provide this care cost effectively.

Fifth, greater emphasis will be placed on humane care of the chronically ill, ethical counseling, acceptance of inevitable death, and rational use of rehabilitation.

Sixth, while meeting these expectations, physicians will continue to be expected to provide the most sophisticated available diagnostic and therapeutic care when appropriate. The ever expanding knowledge base needed to provide such diagnosis and therapy will require skilled information management.

Flexibility and creativity in the curriculum and programs, and from the faculty and its sponsors, will be needed to meet the challenges and opportunities ahead. The College is excited about these challenges and is confident it can lead the way in providing opportunities for students and faculty.

THE ART AND SCIENCE OF MEDICINE

The scientific basis of medicine is universally accepted as a prerequisite for medical practice. Often however, we are confronted with the idea that the practice of medicine is an art rather than a science, and that too much science in medical education renders the future physician insensitive to the human needs of patients.

Frequently medical students state that entrance into medical school really does not bring about the expected change in fulfillment of their motivational desires. Often they feel removed from the art of medicine to the point in which satisfaction or gratification of emotional needs cannot be achieved.

As a result, a cynical attitude may emerge toward medical and patient problems, with a subsequent loss of motivation toward learning.

The educational experience must help the student achieve a high quality blend of humanism and science, which will enable optimal medical care to be provided to patients. The faculty strives to blend the art and science of medicine into the College of Medicine's programs.

Through careful planning, an effort is made to use the fundamental knowledge of the basic sciences in a meaningful relation to career goals in medicine. Traditionally during the first and second years the emphasis is on the sciences basic to medicine, but clinical medicine will be introduced during the first and second years. Advanced clinical medicine will be the primary focus during the third year. The opportunity to advance in both fields in a correlated fashion will be offered in the elective period of the fourth year.

The introduction of clinical medicine in the first and second years, and the opportunity to select basic science courses during the elective year, are of special significance for modern medicine. There is widespread recognition that delay between scientific discovery and its clinical application is too long and must be shortened. It is expected that graduates of the present program will have less difficulty in retaining a true feeling for a close relationship between basic medical science and its clinical application.

ADMISSION INFORMATION

The Applicant Pool

Students applying for admission to the University of Florida College of Medicine should plan to complete the requirements for a bachelor's degree at an accredited university or college by the time of matriculation. In exceptional instances, students upon whom the degree has not been conferred may be admitted.

Applicants will be carefully appraised on the basis of personal attributes, academic record, evaluation of achievements, references, performance on

the Medical College Admissions Test (MCAT) and personal interviews if granted by the selection committee.

Applicants currently pursuing graduate level work toward a Ph.D. degree or other professional degrees are obligated to complete all degree requirements prior to application to the College of Medicine for study toward the M.D. degree.

The College of Medicine does not discriminate on the basis of race, sex, creed, age, or national origin. Further details on technical standards for medical school admission may be found on page 114. Although Florida residents are given preference in admission, the College of Medicine does consider a limited number of nonresident applicants each year. Nonresident applicants must demonstrate superior qualifications. The College of Medicine welcomes applications from minority students regardless of state residence. Only United States citizens and permanent resident aliens will be considered.

Undergraduate Education

Basic Science Requirements: The minimum science admissions requirements include basic introductory courses and laboratories in the following subjects:

- **Biology**-8 semester hours (12 quarter hours)
- **General (Inorganic) Chemistry**-8 semester hours (12 quarter hours)
- **Organic Chemistry**-8 semester hours (12 quarter hours)
- **Physics**-8 semesters hours (12 quarter hours)

An undergraduate general biochemistry course is strongly recommended. Students with one or more semesters of undergraduate biochemistry find Biochemistry and Molecular Biology of Disease (BMS 5204) more interesting and rewarding. For students who desire additional background in science, courses in genetics, microbiology and physiology might be considered. It is not necessary to choose one of the sciences as a college major.

No specific requirement is set in the area of mathematics since, at most colleges, some mathematics is prerequisite to physics and chemistry. Some college work in calculus is strongly recommended. Familiarity with the principles of statistics and their application to the analysis of data is an important asset for any medical student. A knowledge of computers and computer programming is valuable in medical education, but is not required.

Consideration should be given by the student to participation in honors courses, independent study and scientific research. These activities present opportunities for an unstructured learning experience.

Electives: The remainder of the college work should be distributed throughout the humanities, social and behavioral sciences. The student should select subjects which tend to broaden the educational experience.

Extracurricular Activities: Extracurricular activities and employment both during the academic year and the summers are important contributions to an individual's development. Experience in medical and paramedical areas often contributes toward an understanding of health care delivery problems and helps to solidify the basis of the student's motivation toward a career in medicine.

Medical College Admission Test

Every applicant must take the Medical College Admission Test (MCAT) at a time that enables scores to be received by the Admissions Office prior to the application deadline. The test is given twice yearly in many colleges and universities. Only scores for MCAT exams taken after 1991 will be accepted. Scores are only acceptable up to two years prior to a current application. For further information about the test write: MCAT Program, P.O. Box 24720, Oakland, CA 94623-1720 (510) 654-1200.

Application and Acceptance Procedures

Admission to the College of Medicine is highly competitive. The college seeks students who demonstrate those personal and intellectual characteristics expected of physicians: compassion, communicativeness, character, captaincy and competence.

There are three routes of admission to the University of Florida College of Medicine:

Regular Admission (73 places)
Junior Honors (12 places)
P.I.M.S. - Tallahassee (30 places)

Regular Admission

The Medical Selection Committee has 28 members, including the Chair, appointed by the Dean of the College of Medicine. Members include clinical and basic science faculty and community physicians and serve rotating terms. The Associate Dean for Student and Alumni Affairs, the Director of the Program in Medical Sciences and the Assistant Dean and Director for Minority Relations are permanent members.

(1) Students apply for admission through the American Medical College Application Service (AMCAS). All materials should be submitted as early as possible but the deadline for AMCAS is December 1st. Students are encouraged to have basic science requirements completed prior to application.

(2) Personal statements, academic performance and MCAT scores submitted in the AMCAS application are reviewed and competitive applicants are sent materials for formal (secondary) application. Applicants who are "advised not to apply" but wish to continue with the application process and may request a secondary application be sent to them. Formal application requires a $20 fee to the University of Florida. This fee is non-refundable.

(3) Materials in the completed secondary application are reviewed by the Chair with additional review of the formal folders by other members of the committee at the Chair's request. On the basis of personal qualifications, academic record, expanded personal statements, and letters of recommendation, competitive applicants are invited for interview.

(4) Interviews are held on Friday's from September through March at the University of Florida's College of Medicine. Applicants meet with the Chair for orientation and follow-up discussions. Tours of the facilities are provided. Each applicant has interviews with two members of the Selection Committee. A subset of the Committee is designated to interview applicants on a particular Friday.

(5) The subset of committee members who interviewed applicants meet to present and discuss the applicants and make recommendation to the Chair. The Chair is responsible for weighing these recommendations and the qualifications of each applicant against those of the entire applicant pool. With the approval of the Dean, the Chair of the Selection Committee makes the final determination of each applicant's status. Acceptance follows a "rolling admission process" whereby acceptances are made throughout the year. The class is usually filled by April.

(6) Following acceptance, a candidate has two weeks to provide a written statement of intent to the Admissions Office. No deposit is required from accepted applicants. If the applicant is subsequently accepted by another school which he or she prefers, the applicant is obligated to notify the College of Medicine Admissions Office immediately with a written letter of intent to withdraw acceptance.

(7) When the class is filled, a non-ranked alternate list is established by the Chair based on academic and personal qualifications and the recommendations by the committee. As withdrawals occur, the positions are filled from the alternate list.

(8) An applicant who is not successful in gaining admission and wishes to reapply for the next entering class must initiate the new application through AMCAS.

The above procedures follow the guidelines of the Association of American Medical Colleges.

Junior Honors Medical Program

The Junior Honors Medical Program (JHMP) is a combined (seven year) B.S./M.D. program offered by the University of Florida or Florida A & M University. This program is intended for undergraduate students who have demonstrated superior scholastic ability and personal development during their first two academic years.

Application is made during the student's second year of college (sophomore). Although most applications are received from students of the University of Florida and Florida A & M University, applications are accepted from students from other colleges. Non-Florida residents also are eligible to apply. The program is limited to 12 students per year.

Application Process:

1. Students apply for admission to the program through the JHMP office. The preliminary application is due February 1. By the end of the second year of

undergraduate work, applicants must complete:

- Biology-8 semester hours (12 quarter hours),
- General (Inorganic) Chemistry-8 semester hours (12 quarter hours),
- Organic Chemistry-8 semester hours (12 quarter hours), and
- the University's general education requirements in english, social sciences and humanities.

Additionally, applicants must have an overall GPA of at least 3.5 and SAT score of at least 1100. The 8 semester hour physics requirement for admission to medical school can be completed during the junior year.

2. After review of the preliminary application, competitive applicants are sent materials for the formal (secondary) application. Applicants who were advised "not to apply" but wish to continue with the application process may request a secondary application to be sent to them. Formal application requires a $20.00 fee. This fee is non-refundable. Formal applications are due March 1.

3. Materials in the completed secondary application are reviewed by the Director of the JHMP and Chair of the Medical Selection Committee with additional review of the formal folders by other members of the Selection Committee at the Chair's or Director's request. On the basis of personal qualifications, academic record, expanded personal statements, and letters of recommendation, competitive applicants are invited for interview.

4. Interviews are held from March through April at the University of Florida College of Medicine. Applicants meet with the Director and Chair and have interviews with two members of the Selection Committee.

5. The recommendations of the interviewers are sent to the Director and Chair. They are responsible for weighing the recommendations of the interviewers and the qualifications of each applicant against those of the entire applicant pool. With the approval of the Dean, the Director and Chair make the final determination of each applicant's status. Applicants accepted into the program are notified by May 15.

6. Following acceptance a candidate has two weeks to provide a written statement of intent to the JHMP Office.

7. When the program is filled, a non-ranked alternate list is established based on the academic and personal qualifications and the recommendations of the members of the Medical Selection Committee. As withdrawals occur, positions are filled from the alternate list.

8. An applicant who is not successful in gaining admission into the JHMP and who wishes to apply for regular admission to the College of Medicine must initiate a new application process through AMCAS.

9. Selection into the program secures admission into the College of Medicine at the University of Florida, contingent upon satisfactory completion of the junior year (third year). Each student's progress is reviewed at the end of the junior year to determine whether the student has complied with the prerequisites and maintained the high standards expected of a student participating in this accelerated honors program. A satisfactory score on the Medical College Admission Test (MCAT) is required prior to entrance into the College of Medicine.

During the junior year (third year of undergraduate training), students take courses on the undergraduate campuses and three seminars taught by College of Medicine faculty. During the senior year (fourth year of undergraduate training), students who have successfully completed the third year merge into the standard first year medical program. Then, at the end of the first year of medical school (the fourth year of college), students in the Junior Honors Program receive a B.S. degree either from the University of Florida or Florida A & M University.

Year 1	Year 2
College of Liberal Arts & Sciences	College of Liberal Arts & Sciences

Year 3	Year 4
Seminar	College of Medicine
College of Liberal Arts & Sciences	

Year 5	Year 6
College of Medicine	College of Medicine

Year 7
College of Medicine

The junior year seminars provide extensive faculty contact and a solid background in biochemistry and other areas of preclinical science. The emphasis is placed on student participation in a relatively non-structured and informal format.

Past Junior Honors participants have found this to be an educational experience of great value in the development of a critical and inquiring approach to learning. In addition to these seminars, students continue to register for course work within the College of Liberal Arts and Sciences. Many students in the program also participate in research projects.

Additional information about the Junior Honors Medical Program and the application procedures may be obtained by writing the Director of the Junior Honors Program, College of Medicine, University of Florida, Box 100213, Health Science Center, Gainesville, FL 32610 or the Preprofessional Office, Florida A & M University, Tallahassee, Florida 32307.

Program in Medical Sciences (PIMS)

Since 1971, Florida State University has participated in an inter-university program with the University of Florida College of Medicine. The first year of basic medical science courses is spent at FSU and the remaining three years of medical education, leading to the M.D. degree, are completed at the University of Florida College of Medicine in Gainesville. The students selected for PIMS begin their first year of medical education in May, and the curriculum includes clinical preceptorships with local primary care physicians. The program is designed to attract students with a special interest in primary health care, particularly those who might desire to practice in medically undeserved Florida communities.

The PIMS Admissions Committee has 22 rotating members composed of faculty from Florida State University, Florida A and M University, the University of West Florida and local physicians as well as the PIMS Director and staff administrator. The Chair of the University of Florida Selection Committee and the Dean for Student Affairs are permanent members.

There is an early application process (April 1) open to outstanding students of Florida State University, Florida Agricultural and Mechanical University and the University of West Florida. All legal residents of the State of Florida may apply through the American Medical College Application Service. Successful applicants show evidence in their lifestyle of a commitment to the service of others, as personal attributes are an important factor in the selection process. The premedical curriculum should include a course in biochemistry.

Detailed information may be obtained by calling the Program offices, (904) 644-1855 or FAX (904) 644-5766 or writing to the Program in Medical Sciences, Florida State University, Tallahassee, FL 32306.

Admission to the College of Medicine at an Advanced Standing Status

A person may seek transfer to the College of Medicine from a Liaison Committee on Medical Education (LCME) accredited United States or Canadian medical school. Individuals who already have received a degree from a college of medicine will not be admitted to the M.D. curriculum at

advanced standing status. A person may be admitted to the College of Medicine at an advanced standing status within the context of the following guidelines:

1) A vacancy must exist for the admission of a person to advanced standing status in the appropriate class.

2) An applicant must wish to transfer in order to maintain a marriage in this locale.

3) Previous professional or graduate education must be adjudged adequate in quantity, quality, and time frame to have been competitive for admission as a first-year student at this college and to permit entry into the curriculum at a level beyond the first year. An applicant who is, for any reason, on probation or not in good academic standing at the school from which transfer is sought will not be recommended for transfer to this college.

4) There must be no history of attitudinal, behavioral or emotional problems.

5) Applicants currently pursuing graduate level work toward a Ph.D. degree or other professional degrees are required to complete all degree requirements prior to application for admission to the College of Medicine for study toward the M.D. degree.

6) Only under extraordinary circumstances will an applicant who was previously not accepted by the Admissions Committee be considered for transfer at Advanced Standing status. Any such request will be considered by the Chairperson of the Admissions Committee at the time the student was not accepted and the Associate Dean for Student Admissions and Activities in consultation with the Senior Associate Dean for Educational Affairs.

Initial consideration of an applicant for advanced standing will be undertaken only when the applicant furnishes the following information upon request:

1) A signed narrative written by the applicant expressing the circumstances which prompted the request to transfer at an advanced standing status.

2) A letter of recommendation from the dean of the professional or graduate school in which the applicant either was enrolled or is presently enrolled. This letter must also state that the applicant is free of attitudinal, behavioral, or emotional problems.

3) Official transcripts of all post-high school academic course work.

4) Medical College Admission Test official scores.

5) A properly executed information form furnished by the College of Medicine Office of Admissions.

6) United States citizenship or permanent resident alien certification.

An applicant judged to be qualified on the basis of the furnished information may be extended an interview.

Final determination of admission at Advanced Standing status will be made by the Senior Associate Dean for Educational Affairs, the Associate Dean for Student Affairs and the Chair of the Admissions Committee with approval by the Dean.

Special programs of study leading to graduate degrees in the basic medical sciences and admission requirements for these programs are outlined on page 41 of this catalog.

Professional Education Leading to the M.D. Degree

Once a decision has been reached by both the medical school and the applicant, the student will pursue his or her educational endeavors from the vantage of a physician striving to achieve well-rounded capacities as a physician-humanist and scientist in his or her profession and community.

The four years of medical education are divided into three blocks of time, which are identified as Preclinical Coursework (two years), Clinical Clerkships (one year), and Postclerkship Electives and Required Courses (one year). During the preclinical period, students are provided a core of basic science and general clinical information. The required clinical clerkship rotations provide the students with more specific clinical information and experiences in eight general areas of medicine -

anesthesiology, community health and family medicine, medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry and surgery. The fourth year includes four weeks of required advanced pharmacology, four weeks required advanced medicine clerkship and four week selectives in surgery and ambulatory care. The remainder of the fourth year is devoted to elective course work.

The provisions of this catalog are not to be construed as an irrevocable contract between the student and the College of Medicine. The curriculum is constantly undergoing evaluation and refinement. Changes may occur from year to year in order to improve the educational program of the undergraduate student of medicine.

The college reserves the right to effect policy and regulatory changes at any time.

Preclinical (Years One and Two)

The preclinical course work is designed to provide students with essential basic science and general clinical information necessary for their clinical training. Teaching teams from both basic and clinical science departments will participate.

Students may elect the option of taking the preclinical basic science courses over a three-year period of time. This option provides an opportunity for the M.D. /Ph.D. candidates and other students to begin research activities earlier and in more depth. It also provides the opportunity for students to pursue course work outside the traditional medical school curriculum.

Additionally this less intense three-year track may be advantageous to students with less intensive science backgrounds who would benefit from more moderately paced course work.

Contact hours per week for the standard two-year curriculum range from 20-25. In the three-year track, contact hours would range from 8-25 with an average of about 17 contact hours per week.

A student's request to participate in the three-year track must receive prior review and approval by the associate dean for education and the chairman of the academic status committee.

During the first academic year, a student who is in good academic standing can choose to move into the three-year program. To take advantage of the opportunities that the three-year option offers, the decision should be made prior to beginning the first year or prior to the first day of the second semester. A student who fails any course work, or who meets the standards for dismissal and is given the option of repeating an academic year in its entirety is not eligible to elect the three-year option.

The course schedule under the standard two-year curriculum proceeds as follows. Complete course descriptions begin on page 56.

FIRST YEAR

Anatomy by Diagnostic Imaging (BMS 5190)

Biochemistry and Molecular Biology of Disease (BMS 5204)

Cell and Tissue Biology (BMS 5110)

Primary Care Preceptorship (BMS 5173)

Basic Clinical Skills (BCC 5015)

Introduction to Psychiatry and Human Behavior (BMS 5151)

Medical Aspects of Human Genetics (BMS 5003)

Medical Human Anatomy (BMS 5100C)

Medical Neuroscience (BMS 5020)

Principles of Physiology (BMS 5500)

SECOND YEAR

Clinical Diagnosis (Introduction to Clinical Medicine) (BMS 5831)

Epidemiology and Public Health (BMS 5823)

General Pathology (BMS 5608)

Introduction to Clinical Radiology (BMS 5191)

Medical Microbiology and Infectious Disease (BMS 5300)

Oncology (BMS 5630)
Pharmacology (BMS 5404)

Physical Diagnosis (BMS 5830)

Social and Ethical Issues in Medicine (BMS 5822)

Systemic Pathology and Laboratory Medicine (BMS 5600)

THIRD YEAR

The third year is devoted to clinical clerkships, in which groups of students rotate among the major clinical services experiencing direct patient contact. The required clinical clerkships include: medicine, surgery, pediatrics, community health and family medicine, psychiatry, obstetrics and gynecology, neurology and anesthesiology. Students will spend 5-10 weeks participating in clerkships at UFHSC-Jacksonville. Housing will be provided during this period of time.

During these clinical clerkships, the student becomes an integral member of the medical team and has direct responsibility for his/her assigned patients during rotation.

Students are allowed to displace one clerkship rotation into the fourth year and take two elective units in place of the clerkship, in order to provide some flexibility in choice.

To ensure that each clerkship has a relatively constant number of students, no more than three students can displace any one clerkship at a given time.

Delaying a clerkship requires approval of the course director, the student's advisor, the course director for the chosen elective, the associate dean for student affairs and the associate dean for education.

Each clinical service conducts a variety of seminars and conferences. These are considered to be part of the clerkship and attendance is expected.

CLERKSHIPS (Third Year)
Medicine, Pediatrics, Obstetrics/Gynecology and Surgery 8 weeks each; Psychiatry 7 weeks, Community Health 6 weeks, Neurology 2 weeks andAnesthesiology 1 week

FOURTH YEAR

The fourth year occupies the last 11 months of the curriculum and consists of elective experiences, four weeks required advanced pharmacology, four weeks required advanced medicine clerkship, and four week selectives in surgery and ambulatory care.

Students are permitted considerable freedom in designing their program. For students who have already chosen a specialty, fourth year programs may be designed to provide early experiences related to their career choice.

For students who have not yet chosen a specialty, the curriculum may be designed to permit an exploration of their interests in several different specialties or to provide a very broad clinical experience that would be useful in many different specialties. In addition, the fourth year elective program may help students with known weaknesses in clinical or basic science areas to strengthen their knowledge base prior to housestaff training.

All elective choices must be made carefully in conjunction with the student's faculty advisor.

Clinical electives are available in all of the major disciplines of medicine. In the clinical electives, students may work as advanced clerks, assuming greater responsibilities than they had in the third year.

Elective courses in the basic sciences also are available. Additionally, independent study programs may be designed to allow study of areas in medicine not represented by formal course offerings.

Students who apply for more than three months of extramural rotations must obtain their advisor's permission and approval of the Academic Status Committee. Students who rank in the lower third of their class must have the approval of the Academic Status Committee before applying for any externship.

Each student must complete a minimum of 40 semester credit hours in the fourth year to be eligible for graduation. However, students must remain enrolled and take coursework up to the time of graduation regardless of the total credit hours accumulated.

ELECTIVES (Fourth Year)
Advanced Medicine Clerkship
(4 weeks)
Advanced Pharmacology
(4 weeks)
Ambulatory Care Selective
(4 weeks)
Surgery Selective (4 weeks)
Electives (6, 4-week units)

EVALUATION

The Academic Status Committee has the responsibility to review each student's performance and make recommendations to the dean of the

College of Medicine regarding promotion and graduation. Members of the committee include faculty representatives from each department of the College of Medicine, coordinators for the preclinical courses and third year clerkships, the director of minority relations, the associate dean for education, and the associate dean for student affairs (who serves as chairman).

The overall performance of a student will be considered by the Academic Status Committee in preparing recommendations regarding promotion, graduation and general academic ranking. Information upon which recommendations will be made include grades, written evaluations, and cognitive and noncognitive data submitted by the faculty of the various curricular units, scores on the United States Medical Licensing Examination (USMLE), and performance on the Objective Structured Clinical Examinations (OSCE) given at the end of the second year and beginning of the fourth year. The OSCE's are designed to assess students' competence and to provide feedback to both the student and the faculty. Students who perform unsatisfactorily are required to remediate before progressing to the next phase of the curriculum.

All Students are required to take Steps 1 and 2 of the USMLE before graduation. Second year students will sit for Step 1 prior to beginning the third year and fourth year students will sit for Step 2 at the beginning of the senior year.

The College of Medicine expects all medical students to be professional in their dealings with patients and to exhibit caring and compassionate attitudes. These and other non-cognitive qualities/attitudes will be evaluated during patient contacts and in other relevant settings. Attitudes inconsistent with compassionate care or refusal by the student to participate in learning or patient care directed at certain patient groups may be grounds for dismissal.

All students will be informed of their academic progress on a regular basis.

Standards of Performance

Students' performance in academic course work will be evaluated by letter grades A through F or Pass/Fail. The Pass (P) or Fail (F) grading system will be used in special circumstances as approved by the Curriculum Committee. Passing grades are A through C in order of excellence.

A grade of D connotes unsatisfactory performance; F, Failure and WF, Withdrew Failing. If a grade of D or F is assigned, remediation of this grade is required. The I (Incomplete) or F grade may be given to a student who fails to complete course requirements or who fails to attend or participate in required course activities. Students must receive a passing grade in every course to be recommended for graduation. If approved for remediation by the Academic Status Committee, any student with a D or F grade must complete required remedial coursework with a passing grade.

Remediation requirements will be determined by the appropriate course director and approved by the chairman of the respective department and the Academic Status Committee. Remediation must be completed prior to entering the next academic year, unless the plan for remediation, submitted by the course director and approved by the Academic Status Committee, allows continuation into the first months of the next academic year.

Any incomplete coursework must be completed within a prescribed period of time or the grade will be converted to F.

The Academic Status Committee will review the performance of all fourth-year students to be considered for graduation. In addition to the satisfactory completion of all required and elective coursework, the student must have a grade point average of 2.0 or better and must have satisfactorily completed all remedial work with a grade of C or higher. Students receiving a grade of less than C in remedial work may be dismissed. USMLE steps 1 and 2 must be taken before the student is approved for graduation.

Students who have demonstrated outstanding academic achievements will be recommended for graduation with honors. Excellence of different types in varied fields will be considered, such as superior academic work, outstanding student research and thesis and other special achievements. Nomination and selection of students for graduation with special honors will be made by the faculty.

Probation and Dismissal

Students who fail to achieve satisfactory progress may be placed on academic probation or dismissed. The purposes of probation are: to identify unsatisfactory performance at an early date; to provide an opportunity for the student to receive counseling; to provide the student whose progress is unsatisfactory with further opportunity to improve and perform satisfactorily; and to notify the student that satisfactory progress is not being made toward standards required for graduation.

In accordance with university regulation, any student with less than a 2.0 grade point average will be placed on probation. Additionally, the following standards apply to students of the College of Medicine:

1) **Preclinical first year**-Any student receiving F grades in coursework totaling 9 or more credit hours or Ds or Fs in coursework totaling 13 or more credit hours during the first year will be automatically dismissed. Any student receiving an F in any course work or Ds in coursework totaling 5 or more credit hours will be placed on probation.

2) **Preclinical second year**-Any student receiving Ds or Fs in course work totaling 10 or more credit hours will be automatically dismissed. Any student receiving an F in any coursework or Ds in course work totaling 4 or more credit hours will be placed on probation.

Students electing to take the basic sciences under the three year optional tract will be governed by the following criteria: During the first two years of the option, any student receiving Fs in coursework totaling, 7 or more credit hours or Ds or Fs in coursework totaling 9 or more credit hours will be automatically dismissed. Any student receiving a D or F in any coursework will be placed on probation. During the final year of the three year option, any student receiving Ds or Fs in course work totaling 10 or more credit hours will be automatically dismissed. Any student receiving an F in any coursework or Ds in coursework totaling four or more credit hours will be placed on probation.

No student will be allowed to begin the clinical clerkships until all basic science coursework has been satisfactorily completed. Students who have received D, F, or I grades in preclinical coursework are not allowed to continue into the clerkship until that coursework has been satisfactorily remediated.

3) **Third year**-Any student receiving a D or F in any clerkship will be automatically placed on probation for one year. A student receiving a D or F in any clerkship while on probation will automatically be dismissed. Any student receiving a grade of incomplete will be reviewed by the Academic Status Committee.

The progress of any student who has been on academic probation for two consecutive years will be reviewed by the Academic Status Committee for consideration of dismissal. Students who fail to demonstrate appropriate academic progress for promotion and graduation may be dismissed.

Fourth year students are not allowed to begin their elective work until all D, F, or I grades given during clinical clerkships have been remediated or the student has received the approval of the Academic Status Committee to proceed with electives pending remediation of the coursework. Students who apply for more than three months of extramural rotations must obtain their advisor's permission and approval of the Academic Status Committee.

Students who rank in the lower third of their class must have the approval of the Academic Status Committee before applying for any externship.

4) **Fourth year**-Any student receiving an F in a required fourth-year course, clerkship or selective or Ds or Fs in elective coursework totaling 8 or more credit hours during this academic period will be automatically dismissed. A student receiving a D in any required fourth-year course, clerkship or selective or a D or F grade in an elective course will be automatically placed on probation. No student will be recommended for graduation until remedial work has been completed successfully.

Removal of Probation

A student will be removed from academic probation by action of the Academic Status Committee when he or she has received no grade of less than C for any coursework during a period of one calendar year after being placed on probation and the student has maintained a grade point average of 2.0 or better.

Appeals

A student has the right to appeal academic dismissal or any other actions affecting his or her academic status to the Academic Status Committee. The intent to appeal must be submitted by the student in writing to the chairman of the Academic Status Committee within two working days after receiving written notification of dismissal or other actions. The student will be notified in writing and invited to attend a meeting of the Academic Status Committee which will be convened within ten calendar days to hear the student's appeal, unless justification exists for a delay,
in which case the student's appeal will be heard as promptly thereafter as possible.

A negative decision by the Academic Status Committee may be appealed to the dean of the College of Medicine. The intent to appeal to the dean of the College of Medicine must be submitted by the student in writing to the dean within two working days after receiving written notification of an adverse action by the Academic Status Committee. The decision of the dean in all appeals is final unless the president of the university or the president's designee agrees to hear the appeal. A student must notify the dean and submit the appeal to the president's office within two working days.

Probation for Students Who Successfully Appeal Dismissal

Students whose academic dismissal is reversed by successful appeal and who are permitted to repeat coursework will be automatically dismissed if a grade of less than C is received in any course during the repeated time period. If the coursework is satisfactorily completed, students will continue on probation for an additional calendar year, at which time the student may be removed from probation by favorable action of the Academic Status Committee. Students who are allowed to repeat fourth year coursework will remain on probation until they have successfully completed all of the requirements for graduation.

Recourse for Students Who are Unsuccessful in Their Appeal

A Student who is unsuccessful in an appeal for reinstatement may apply for readmission as an entering student. If the student wishes to apply for readmission with advanced standing she/he may do so no earlier than the time period outlined by the Academic Status Committee. The Academic Status Committee will act as a subcommittee of the

Medical Selection Committee in considering reapplication for advanced standing.

ACADEMIC HONESTY

The University of Florida expects students to be honest in all of their university classwork. Therefore, students are required to commit themselves to academic honesty by signing the following statement as part of the admissions process.

"I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty, and understand that my failure to comply with this commitment may result in disciplinary action, UP to and including expulsion from the University."

This statement serves to remind students of the obligations they assume as students at the University of Florida. Matters of violations of academic honesty are adjudicated by the Student Honor Court, the Health Center Student Conduct Standards Committee and faculty.

Academic Honesty Guidelines

Cheating: The giving or taking of any information or material of academic work considered in the determination of a course grade.

Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with other individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted.

Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam; informing another person of questions that appear or have appeared on an exam in the same academic term; giving or selling a term paper or other written materials to another student.

Plagiarism: When an individual attempts to pass off the work of another as the product of his or her own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

Plagiarism includes, but is not limited to, copying homework answers from your text to hand in for grade; quoting text or other written materials without citation thereto on an exam; term paper, homework, or other written materials submitted to a teacher when requested by the teacher to present your own work; handing in a paper as your own work which was purchased from a term paper service; retyping a friend's paper and handing it in as your own work; taking a paper from fraternity/sorority files and handing it in as your own work.

Bribery: The offering, giving, receiving or soliciting of anything of value to influence a grade. Bribery includes, but is not limited to, offering, giving, receiving or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

Conspiracy: Planning with one or more persons to commit any form of academic dishonesty, including but not limited to, giving your term paper to another student you know will plagiarize it.

Misrepresentation: Having another student do your computer program and handing it in as your work; lying to a teacher to increase your grade; or any other act or omission with intent to deceive a teacher as to the authorship of oral or written materials submitted or presented to a teacher which would affect your grade.

HEALTH SCIENCE CENTER STUDENT CONDUCT STANDARDS COMMITTEE

At the discretion of the University's Office of Student Affairs, the Health Science Center Student Conduct Standards Committee may assume responsibility for the adjudication of alleged violations of the University of Florida Academic Honesty Guidelines for students enrolled in the College of Medicine. The committee is composed of four faculty members and one student, appointed by the president of the university. Sanctions available to the committee include reprimand, conduct probation, suspension or expulsion. The committee will furnish to students charged with a violation of the Academic Honesty Guidelines rules of procedure that include the following:

A) The right to be notified in writing of the charges against him/her with sufficient detail and time to prepare for the hearing;

B) The right to a prompt hearing before the committee;

C) The right to know the nature and source of evidence which will be used against him/her;

D) The right to present evidence in his/her own behalf;

E) The right to freedom against compulsory self-incrimination; and

F) The right to appear with an advisor at the hearing.

A decision made by the Health Science Center Student Conduct Standards Committee may be appealed to the president of the university, and must be filed within five working days of notification of the decision.

Student Conduct Code

Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities that accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the University are printed and made available to all students and are applicable upon publication in the Independent Florida Alligator, the undergraduate catalog, the UF student guide, or other reasonable means of notification.

The President is charged with the responsibility for establishing and enforcing regulations governing student life. Regulations are designed to enable the university to protect against the conduct of those who, by their actions, impair or infringe on the rights of others or interfere with the orderly operations of the university. Discipline may be imposed for offenses against the Student Conduct Code occurring at any of the following locations or activities:

A. University campus;

B. University owned or controlled property;

C. Property or housing units assigned for responsibility to the University, including, but not limited to fraternity and sorority property;

D. Activities sponsored by the University;

E. Activities officially approved by the University which are conducted by University chartered organizations; and

F. Off-campus activities as described in section VI of the Student Conduct Code in the University's undergraduate catalog.

The primary judicial bodies authorized by the President and charged with the administration and enforcement of this code shall formulate and furnish to students charged with an offense, rules of procedure which shall ensure basic procedural fairness including, but not limited to:

A. The right to be notified in writing of the charges against him /her with sufficient detail and time to prepare for the hearing;

B. The right to a prompt hearing before an appropriate official, committee, or court;

C. The right to know the nature and source of the evidence which will be used against him/her;

D. The right to present evidence in his/her own behalf;

E. The right to freedom against compulsory self-incrimination; and

F. The right to appear with an adviser at the hearing.

Violation of the Code of Conduct

A student may be expelled or receive any lesser penalty for the following offenses:

1) Furnishing false information to the University.

2) Forgery, alteration, or misuse of University documents, records, or identification cards.

3) Unauthorized use, taking possession or destruction of public or private property on campus, or acts committed with disregard of possible harm to such property.

4) Actions or statements which amount to intimidation, harassment, or hazing.

5) Participation in or continued attendance at a

raid on a University living area, after warning to disperse by a University official or any law enforcement officer.

6) Disorderly conduct as defined in Florida Statutes.

7) Disrupting the orderly operation of the University as defined in Florida Statutes, and the demonstration policy of the University.

8) Failure to comply with any University rule or regulation, including, but not limited to, the Alcoholic Beverages Rule and the Academic Honesty Guidelines.

9) Violations of Housing, Inter-Residence Hall Association, and area government regulations.

10) Violation of any discipline sanction, including, but not limited to, conduct probation.

11) Possession, use, or delivery of controlled substances as defined in Florida Statutes.

12) Possession or use of a firearm on the University campus except as specifically authorized in writing by the University.

13) Action(s) or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Student Conduct Code.

14) Failure to appear before any of the disciplinary authorities and to testify as a witness when reasonably notified to do so. Nothing in this subsection shall be construed to compel self-incrimination.

15) Violation of any municipal ordinance, law of the State of Florida, law of the United States, or rule promulgated by the Florida Board of Regents.

16) Ticket scalping, i.e., selling tickets to any University of Florida function or event being held or to be held on the University of Florida campus, for more than $1.00 over the original price.

17) Possession or use of fireworks, explosives, dangerous chemicals, ammunition or weapons (including, but not limited to, bows and arrows or switch blade knives).

18) Actions which are committed with disregard of the possible harm to an individual or group, or which results in injury to an individual or group.

19) Any actions, including those of a racial or sexual nature or involving racial or sexual activities, which are intimidating, harassing, coercive, or abusive to another person, or which invade the right to privacy of another person.

20) Any action without authorization from the University which does or causes to, access, use, modify, destroy, disclose or take data, programs or supporting documentation residing in or relating in any way to a computer, computer system or computer network or causes the denial of computer system services to an authorized user of such system.

Further information concerning the Code of Conduct (i.e. off-campus conduct, postponement of hearing due to pending or possible criminal or civil charges, student's waiver of right to a hearing, summary of hearings, conflicts of jurisdiction, sanctions, and appeals) are detailed in the University's undergraduate catalog.

Student Counseling and Development

The Office of Student Counseling and Development was established in August 1993 to provide professional, confidential assistance to students experiencing personal and/or academic-related concerns.

A variety of concerns may be discuss in counseling including stress, anxiety, and depression which often result from a combination or internal or external pressures. Generally, students meet with the counselor for a short-term intervention (6-8 weeks) or they may be referred for long-term therapy.

Other services include a prevention-oriented series of seminars/workshops. Topics have included stress management, study skills, text anxiety, and sexual harassment. Additionally, a support group for significant others has been formed for the spouses/partners of students in the College of Medicine.

To schedule an appointment or obtain additional information contact the Program Director,

Office of Counseling and Development at 392-5482 or drop by the office located in CG 82. **Students' contact with this office is not reported to the administration or faculty, nor added to permanent school records.**

Sexual Harassment Information and Procedures

The University of Florida College of Medicine is committed to maintaining a supportive and productive environment for its students, staff, housestaff and faculty. Appropriate professional behavior is expected at all times by and towards every member of the College. The College of Medicine has adopted policies and procedures for addressing a serious form of inappropriate behavior, sexual harassment.

As stated in the University of Florida Policy on Sexual Harassment, "Sexual harassment occurs when the submission or acquiescence in conduct of a sexual nature is made a term or condition of an individual's employment of academic performance;

Conduct of a sexual nature by an individual is used as the basis for decisions such as employment, promotion, transfer, selection for training, performance evaluation or the basis of academic evaluation;

Conduct of a sexual nature creates an intimidating, hostile, or offensive work or educational environment or interferes substantially with an employee's work performance or student's academic performance;

A sexual element is introduced into what should be a sex-neutral situation causing the boundaries which normally exist between the professional role and the personal relationship to become blurred; or

Subtle or overt coercion and threats are used to pursue a sexual relationship."

Basically, sexual harassment is any **unwelcome**, sexual reference or behavior (including verbal, gestural, pictorial or physical) which can create a hostile environment.

Individuals can help discourage sexual harassment by speaking up when incidents are observed or experienced; by being aware of possible misinterpretations of behavior that may be intended as friendly; by not being intimidated by threats of retaliation; by seeking assistance with any concerns that arise; and by reporting substantive instances.

In the College of Medicine, the Director of the Office of Student Development and Counseling has been designated as the first contact for any student seeking information, advice or counseling regarding a matter of sexual harassment. All communication will be held confidential. The initial inquiry and counseling may 1) advise how to prevent future inappropriate advances or situation, 2) offer mediation between two parties, or 3) explain all options and advise a course of action. If, as a result of information shared in the counseling session, it is determined that harassment has occurred, the student will be strongly advised to file a formal complaint.

A separate counselor is available as first contact for members of the housestaff and faculty who wish to seek confidential advice, mediation and assistance in matters of sexual harassment.

Programs to educate the College of Medicine community on the issue of sexual harassment and professional behavior will be presented regularly throughout each academic year. A primary goal of the Sexual Harassment Committee is to develop and promote effective programs to encourage appropriate professional behavior and to prevent the occurrence of sexual harassment in the College of Medicine.

Policy for HIV and Other Infectious Diseases

A personal health history questionnaire completed by the student is required prior to registration at the University. Students are also required to present proof of two immunizations against measles, mumps, rubella (MMR) and in the absence of such proof will be reimmunized by Student Health. In addition, immunization against hepatitis B is required prior to clinical rotations.

Students, faculty or staff who have an occupational exposure in the health center to hepatitis or to the human immunodeficiency virus (HIV) should report immediately to Employee Health and file an accident report. For HIV exposures it is most important that this take place within an hour. If Employee Health is closed, report to the Shands Emergency Room. The exposure will be investigated in a confidential manner to estimate the risk of the exposure and to recommend prophylaxis should this be necessary.

Exposures which occur at other hospitals or

settings, such as the Gainesville Veterans Affairs Medical Center,or health department clinics or physician's offices should be reported to the appropriate staff of those institutions or sites.

Currently, Shands Hospital does not recommend routine HIV testing of patients or healthcare workers. When testing is medically advisable, it is subject to informed consent. The results are held confidential. However, legislation both at the federal and state levels may result in changes in the criteria for testing and reporting.

If HIV infection occurs in a student, any recommendations made or actions taken by the hospital or the College of Medicine will respect the confidentiality and welfare of the student in addition to the welfare of patients, the hospital and the medical school.

All communicable diseases contracted by students will be handled according to the protocols for Employee Health and Infection Control to prevent dissemination to patients and other health care workers. Certain infections will be reported to the State as required by law.

Health and Disability Insurance

The College of Medicine requires all medical students to be covered by health insurance. This insurance may be through a family policy, with a private agency or through the group policy offered by the University of Florida. Students must provide proof of insurance to the Office of Student Admissions and Activities, College of Medicine before registering for classes.

The College of Medicine strongly advises all medical students to acquire disability insurance. Information on disability policies will be available to all students in the Office of Student Admissions and Activities, College of Medicine.

College of Medicine Dress Code Policy

The official dress code of the College of Medicine is: clean shirts and shoes for graduate students and students in the preclinical years. No shorts are to be worn. Ties for men, and white lab coats with name tags shall be worn by all students and housestaff who have contact with patients or are in patient care areas.

All College of Medicine students, at all levels of education and training, are expected to maintain a proper professional image in their behavior and appearance at all times.

GRADUATE AND POSTGRADUATE PROGRAMS

Graduate Education in the Medical Sciences

Programs Leading to the M. S. and Ph.D. Degrees

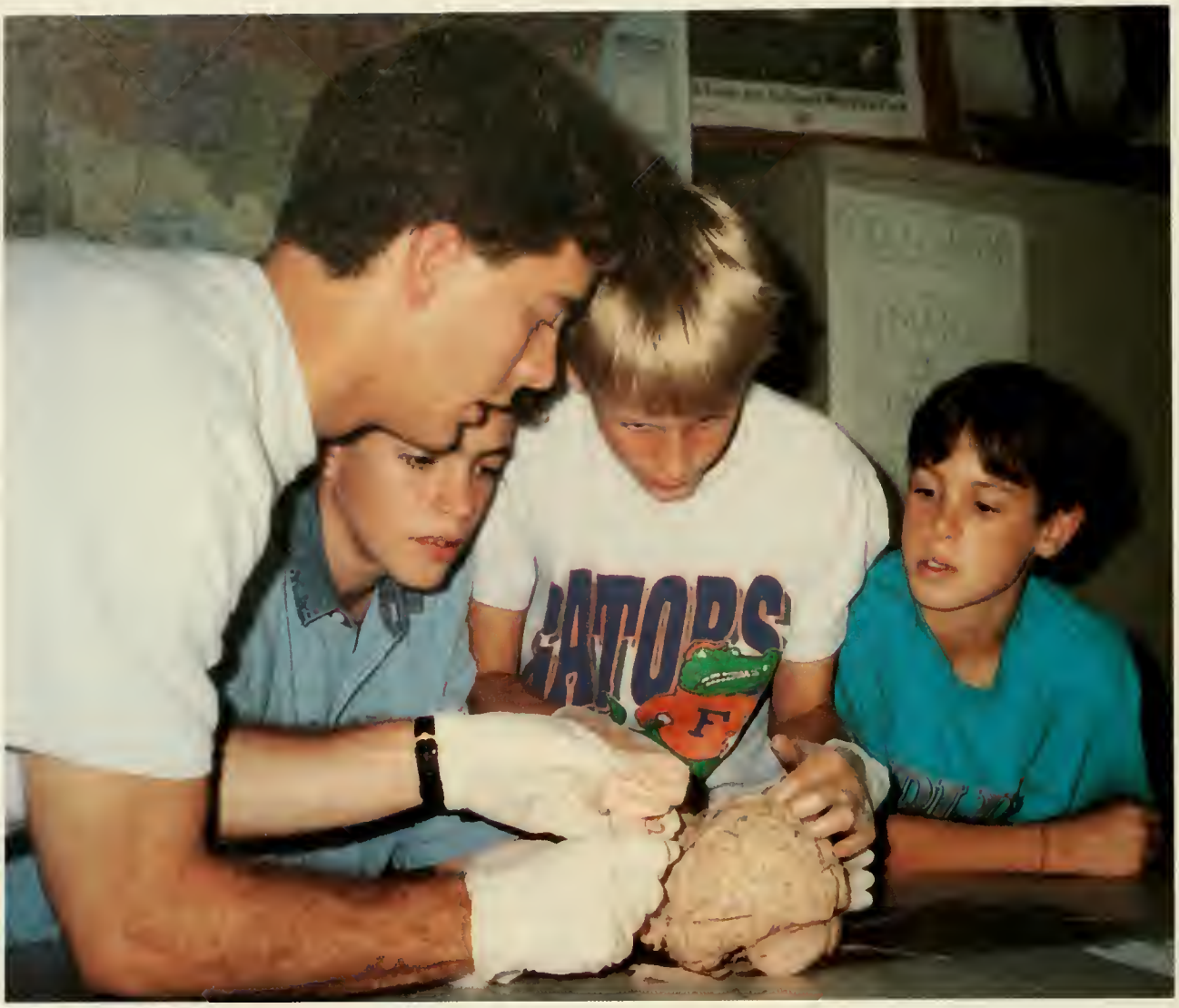
The educational continuum of the medical sciences is designed to provide flexibility in terms of the type of degree which may be earned as well as the type of subject matter which may be included in the individual curriculum.

Programs leading to the Ph.D. degree in medical sciences are offered by the College of Medicine through the Graduate School of the University. The programs offered in anatomy and cell biology, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology and laboratory medicine, pharmacology and therapeutics, and physiology are intended to give talented individuals an opportunity to engage in careers of research and teaching in the basic science medical disciplines. Interdisciplinary programs in "Cell Structure and Function in Health and Disease", "Toxicology Graduate Specialization", "Mammalian Genetics" and "Vision Science" are available. The Department of Biochemistry and Molecular Biology also offers a program leading to the Ph.D. in biochemistry.

The M.S. degree in the medical sciences is offered by the Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology and Laboratory Medicine, Pharmacology and Therapeutics, and Physiology. The Department of Biochemistry and Molecular Biology also offers the M.S. degree in biochemistry.

The prime requirements for admission to these programs are personal integrity, motivation, and general scholastic achievement. Candidates must satisfy the general requirements for admission to the Graduate School and produce a satisfactory score on the Graduate Record Examination.

Candidates should have an undergraduate major in a biological or physical science, but other undergraduate areas of concentration appropriate for study in the basic medical sciences are engineering and mathematics.



In order to remedy deficiencies in their backgrounds, some candidates may find it necessary to take additional undergraduate courses even though they hold the A.B. or B.S. degree required for Graduate School admission.

The completion of a satisfactory dissertation based on original research is the most important single requirement of the Ph.D. program. Most of the work involved in the dissertation ordinarily will be done in the last two years of residence, but candidates will be encouraged to begin their research in a preliminary exploratory fashion toward the end of their first year.

Graduate education in the basic medical sciences is planned from an interdisciplinary point of view, but with a major in the fields of anatomy and cell biology, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology and laboratory medicine, pharmacology and therapeutics, or physiology. A minor is not required but may be elected in any relevant discipline approved for graduate study in the university.

Graduate students have the opportunity of assisting in the teaching of medical and undergraduate courses and most students are advised to do so as part of their training. Teaching and research assistantships and nonresident tuition scholarships are available to most students.

Medical Scientist Training Program (Combined M.D./Ph.D. Degree)

The Medical Scientist Training Program (MSTP) is designed for highly qualified students

who are strongly motivated toward an academic career in the medical sciences. This is a flexible six to seven year program which attempts to provide in-depth graduate education in a basic science discipline, a rigorous medical education, and an introduction to clinical investigation. The program is administered by the Medical Scientist Training Program Steering Committee consisting of members of both clinical and basic science departments.

Candidates for the program must satisfy admission requirements for the College of Medicine and the Graduate School. Since successful candidates are selected from those admitted to the College of Medicine, application begins with standard application to the medical school.

All candidates who receive the supplemental application forms will be given the option to apply for the Medical Scientist Training Program. Direction for such application is provided at that time. Successful applicants are expected to achieve satisfactory scores on the Medical College Admission Test and to have personal qualities of high order, superior intellectual accomplishments, research experience and genuine interests in human welfare and an academic career.

The Graduate Record Examination is required before matriculation into the Ph.D. portion of the program. Students already enrolled in medical school may apply to the program.

The student will enroll in all courses for the M.D. degree. In addition, the student will be required to complete the requirements for the Ph.D. as established by the university and the MSTP program. Normally the student's mentor will be chosen from members of the seven basic science departments in the college of medicine, but under special circumstances, other departments in the University may be accepted as alternatives.

It is recognized that MSTP students in the first two years of medical school will have received some training in each of the basic sciences. Students in the program will also be exposed to special seminars and courses in human biology and clinical research which are incorporated into the program. Therefore, the "normal" course requirements expected of graduate Ph.D. students by the individual basic science departments will be waived and only one core course, determined by the student's mentor in consultation with appropriate members of the student's department, will be required.

In some cases, this requirement may have already been met through courses taken during the first two years of the medical curriculum. The student's Ph.D. graduate advisory committee reflects the interdisciplinary nature of the program and will be composed of the student's mentor and members of both the mentor's department and the MSTP program's educational committee.

The MSTP educational committee, consists of the MSTP steering committee plus appropriate qualified faculty approved by the MSTP steering committee.

The program is designed to be flexible, and the Medical Scientist Training Program Steering Committee will assist in planning the curriculum and determining progress throughout the student's career, in keeping with the interdisciplinary nature of the program.

In most cases, the student will be expected to initiate a research project during the summer before starting medical school and, if necessary, a second research project the summer following the first and/or second year after matriculation into the program.

The student usually selects a mentor for the Ph.D. thesis by the end of the second year of the program. Standards of evaluation for both the M.D. and Ph.D. portions of the combined program will be similar to those in the separate M.D. and Ph.D. programs.

The Committee on Academic Status of the College of Medicine will evaluate the student's performance and recommend promotion to the next class or awarding of the M.D. degree. The Graduate Advisory Committee, in conjunction with the MSTP steering committee will assess graduate performance.

Most, if not all, students accepted to the program can anticipate financial support (graduate research assistantships) during the graduate portion of the program. In addition, select students will be awarded annual stipends of at least $9,000 while in the medical portion of the program on the condition that both degrees are obtained.

Graduate Medical Education (Residencies and Fellowships)

Graduate Medical Education is an integral part of the training of the practicing physician. The University of Florida recognizes the importance of graduate medical education and sponsors programs leading to board eligibility in virtually all the specialties recognized by the Accrediting Council on Graduate Medical Education (ACGME). All of the programs sponsored by the University of Florida are approved by the ACGME and listed in the directory of approved residencies.

Most of the residency training occurs in Shands Hospital or the adjacent Veterans Affairs Medical Center. The family practice residency is primarily based at Alachua General Hospital.

Certain specialty programs rotate residents to other hospitals in the region in order to maximize their educational experience. All hospitals in which graduate education is conducted hold certification from the Joint Commission on Accreditation of Health Care Organizations.

Formal residency programs are offered in anesthesia, dermatology, family practice, general surgery, internal medicine, neurology, neurosurgery, obstetrics and gynecology, ophthalmology, orthopaedic surgery, otolaryngology, pathology, pediatrics, plastic surgery, psychiatry, radiology and its subspecialties, thoracic surgery, urology and vascular surgery. Salaries and benefits are competitive with salaries and benefits paid to other housestaff in this region of the country.

A limited number of clinical fellowships, some of which lead to subspecialty board eligibility are offered in the various subspecialties of anesthesiology, family practice, medicine, pathology, pediatrics, psychiatry, radiology and surgery. Most departments offer the opportunity to do research during residency training and there is the opportunity to work toward advanced degrees in collaboration with the basic science departments if the trainee so selects.

Application to the residency program should be made through the matching program or directly to the residency program directors at the University of Florida.

University of Florida residency programs only accept individuals who are graduates of medical schools accredited by the LCME and graduates of foreign medical schools who hold the Educational Commission for Foreign Medical Graduates (ECFMG) certificate and have passed NBME Parts I and II, FLEX or USMLE Steps 1 and 2.

For detailed program information and application, the applicant should write the appropriate department or contact the Office of Housestaff Affairs, Box 100371 UFHSC, Gainesville, Florida 32610-0371.

Licensure

The United States Medical Licensing Examination (USMLE) is a single examination system for use by all U.S. medical licensing jurisdictions to assess all candidates equitably for initial medical licensure.

Initial licensure to practice medicine and surgery in Florida can be obtained by completing all three progressive steps required in the USMLE.

The USMLE replaces the two currently existing examination sequences used in the medical licensing process: the Federation Licensing Examination (FLEX) and the certifying examination of the National Board of Medical Examiners (NBME).

Phase-in of USMLE begins in 1992 with the first administration of the USMLE Step 1 in June. Full implementation of the USMLE Steps 1-3 and phase-out of the FLEX Components one and two and NBME Parts 1, 11 and lll will be completed by 1995.

Step 1 focuses on key concepts of basic biomedical science, with special emphasis on principles and mechanisms underlying disease and modes of therapy.

Step 2 focuses on clinical science essential for practice within a supervised setting.

Step 3 will focus on aspects of biomedical and clinical science essential for the unsupervised practice of medicine.

The single examination system ensures the maintenance of high standards based on performance required of students in, or graduates of, medical schools accredited by the LCME; strives for cost-containment and efficiency in combining two examination sequences; and preserves the complementary roles of medical licensing examinations and other requirements for licensure, such as the quality and amount of medical education and postgraduate training.

Since various state laws differ as to licensure requirements, it is the responsibility of the medical student to become familiar with the qualifications for licensure in the state or states which he or she might consider as potential locations for the practice of medicine.

Continuing Medical Education

The College of Medicine recognizes its responsibility in the continuum of medical education by assisting the physician-in-practice to gain new knowledge and expertise to improve patient

care.The Office of Continuing Medical Education (CME), under the Associate Dean for CME, assesses the needs of the practicing physician and, working with its advisory committee, plans workshops, conferences, seminars and symposia for the practicing physician. These programs meet the standard of the American Medical Association for the Physician's Recognition Award. In addition, departments and divisions within the College of Medicine offer specialty rounds and conferences that the practicing physician is eligible to attend. All of these programs enable the physician to fulfill the requirements of licensure in the State of Florida.

Other programs in CME are conducted in cooperation with the Florida Board of Medicine, the Florida Medical Association, the Florida Academy of Family Physicians, and a variety of medical specialty groups.

FINANCIAL CONSIDERATIONS

The fee structure for Florida residents and nonresidents in the M.D. program of the College of Medicine is subject to change from year to year and are payable in accordance with university regulations. Fee information can be obtained after July 1, 1994, by contacting University Financial Services, S-113 Criser Hall, Gainesville, Florida, 32611. Students are registered for two semesters during their first and fourth years and for three semesters the second and third years. (Tuition is established on a yearly basis and is independent of the number of semesters for which a student is registered.) The tuition includes fees for Student Health Services and a Student Activity fee for each of the semesters. Most of the services and facilities of the Student Health Services are available to students without additional charge. The activity fee covers the student's attendance at a wide variety of social, athletic and cultural events which are offered by the University.

Textbooks and instruments needed by a first-year student will require an expenditure of about $1,200. Purchase of a microscope will not be required as the College of Medicine, through a special fund, has established a microscope bank and provides each entering student with a microscope on a loan basis.

The minimal annual cost for a single Florida resident for the first year is approximately $10,000 plus tuition.

SCHOLARSHIPS

AMA-ERF Scholarship: These scholarships are awarded to medical students on the basis of financial need.

The Charles O. Andrews, Jr. Scholarship Fund: A merit scholarship fund established in 1978 in the memory of Judge Andrews and awarded annually to a M.D./ Ph.D. student.

W. Paul Bateman Scholarship: Established by the Bateman Foundation, this scholarship assists worthy medical students in need of financial assistance.

Fred Bear Scholarship: An endowed fund established by Mr. Fred B. Bear in 1987 to provide scholarship support to students who have demonstrated strong merit and who have a demonstrated financial need. Preference in awarding scholarship aid will be given to students who have expressed a desire to pursue a specialty in pulmonary medicine.

Jean Lester Bennett, M.D. Scholarship Fund: An endowed scholarship given to a senior medical student who has decided on a career in pediatrics.

Ralph G. Blodgett Scholarship: Established by Mrs. R. G. Blodgett, this scholarship was established to support qualified students in the College of Medicine who need financial assistance.

Dr. Mark David Buehler Scholarship Fund: This scholarship, established by the family and friends of Dr. Buehler, will be used to support a student in the Junior Honors Program with preference given to a student within this program who expresses an interest in emergency room medicine.

The Jules B. Chapman, M.D., Scholarship Fund: An endowed fund established in memory of Dr. Chapman. This 3 year scholarship is to be awarded to a second year medical student who is a Florida resident who has demonstrated a compassionate and caring manner, is interested in pursuing a career in primary care, has achieved academic success and is in need of financial assistance.

The Maurice H. Givens Scholarship Fund: An endowed fund established in 1975 to provide financial assistance to students in the College of Medicine.

The Mr. and Mrs. W. A. Godron Scholarship Fund: This unrestricted endowed fund was established in 1977 to assist worthy male students who demonstrate a need for financial assistance.

Gold Family Scholarship Fund: Provides need-based scholarship awards with priority given to black or African/American students who are graduates of New Jersey high schools.

Black Marbles
Brain Tissue
Glass Syringe
Extracranial CSF
Syringe Plunger

Federal Scholarship for Students of Exceptional Financial Need (EFN): A federal scholarship awarded by the school, established to encourage students with exceptional financial need to enter health professions schools. Awards assist with payment of tuition and all other reasonable expenses. Beginning in 1993, scholarship recipients are required to enter and complete a residency training program in a primary healthcare specialty (family medicine, general internal medicine, general pediatrics, and preventive medicine) not later than four years after completing the undergraduate medical education program, and practice in the primary healthcare specialty for five years after completing the residency program.

Financial Aid for Disadvantaged Health Professions Students (FADHPS): A federal scholarship awarded by the school, made available to students with exceptional financial need or students that come from an environment that has inhibited the individual from obtaining the knowledge, skills and abilities required to enroll in and graduate from a medical school. Recipients must agree to meet the same primary health care service requirements as required of EFN scholarship recipients.

Hugh M. Hill, M.D. Fund for Student Financial Assistance: This fund was established in 1991 to honor the Associate Dean for Student and Alumni Affairs, Hugh M. Hill, M.D. This fund includes alumni donations and is to be used to assist needy students in the College of Medicine.

The George Graham Hunter Scholarship Fund: This scholarship is awarded each year to an undergraduate medical student in the field of orthopaedics. The recipient of the scholarship shall be designated by the orthopaedic faculty and approved by the dean of the College of Medicine.

C. J. Miller Scholarship: An endowed fund whose purpose is to support a junior or senior medical student in good academic standing who is in need of financial assistance.

The Nell C. Miller Scholarship: This endowed fund was established in 1982 under the terms of the will of Mrs. Miller to provide partial scholarships for medical students interested in cardiovascular physiology or diseases, or related problems.

Avonelle C. Noah Scholarship Fund: An endowment fund was established in 1968 under the terms of the will of Mrs. Avonelle C. Noah. The income from this fund is to be used to assist worthy students in the College of Medicine.

Palm Beach County Medical Auxiliary Scholarship: This scholarship is given to a third year medical student who is a graduate of a Palm Beach County high school.

Susan 0. Rasmussen Scholarship: This fund provides financial assistance to students from central Florida who are enrolled in the College of Medicine and have financial need.

Scholarships for Disadvantaged Students: A federal scholarship awarded by the school, giving preference to students who are from disadvantaged backgrounds and for whom the costs of attending the school would constitute a severe financial hardship..

J. Craig Spencer Memorial Scholarship: Established by the family and friends in memory of Dr. Spencer. This scholarship is to be awarded to an individual with a compassionate and caring manner and who has achieved academic success.

Wheat Medical Scholarship Fund: An endowment fund was established in 1967 under the terms of the will of Mrs. Eva H. Wheat. The income from this fund is to be used to assist worthy male medical students selected by the College of Medicine to continue their education.

William Warren and Marie C. Wolff Scholarship: This scholarship was established to assist needy, worthy, and talented young men and women medical students who are dedicated to the science of medicine, and who otherwise could not receive such education.

County Scholarships: Various counties in Florida, such as Broward, Lee and Palm Beach, have established scholarship awards to residents who attend the University of Florida College of Medicine.

SCHOLASTIC AWARDS

Alpha Omega Alpha Honor Medical Society: The Beta Chapter of Florida was installed at the University of Florida College of Medicine on May 9,1960. A small number of students of the junior and senior classes are eligible for membership. Selection is based upon high academic standing, personal and professional character, and promise for future contributions to medicine.

Alumni Scholarship Award: This award was established by the University of Florida Medical Alumni Association from donations by its members and is awarded at the end of the junior year to students who are judged outstanding scholastically.

The American College of Physicians Award: This award, established by the American College of Physicians, is given by the Department of Medicine to a senior student for outstanding performance in internal medicine.

The Thorkild W. Andersen Award: The Department of Anesthesiology established this award to honor of the department's first faculty member. It is presented to the senior medical student who has made the greatest overall contribution to the College of Medicine and his or her fellow students.

The Dean Mitchell Baker Award: This scholarship was established by Dr. and Mrs. Roy M. Baker of Jacksonville in memory of their son and is awarded each year to a graduating medical student for excellence in the field of pediatric cardiology.

Bythewood & Baker Memorial Scholarship Award for Women Medical Students: An endowed fund was established in 1968 by Miss Martha Isabel Mays and is awarded to a junior female medical student who is judged to be academically outstanding.

The Hugh and Cornelia Carithers Award: Established by Dr. Hugh and Comelia Carithers of Jacksonville, this endowed award is presented each year to a graduating student on the basis of over-all accomplishments and aptitudes in child health and human development.

Joel Cohen, Patricia Ann Maddalone Memorial Award: This award was established in memory of Joel Cohen who demonstrated superior skill, imagination and industry in the laboratory research of drug hypersensitivity, and is to be presented each year to that student demonstrating outstanding proficiency in clinical or laboratory investigation in the field of immunology.

Charles Collins Obstetrical and Gynecological Award: Established in 1975 by the Florida Obstetrical and Gynecological Society to honor Dr. Charles Collins of Orlando, this award is given each year on a rotating basis to a graduating medical student in one of the three medical schools in the state who has shown academic excellence and outstanding performance in the field of obstetrics and gynecology.

The Dr. Robert R. Donahoe Memorial General Surgery Award: This award, established in memory of Dr. Donahoe, is to recognize a senior student who has chosen a career in the field of general surgery and who has exhibited superior skill and dedication to patients.

Class of 1980 Donegan Scholarship Award: The Class of 1980 established this award for peer recognition of academic excellence, personal integrity and financial need of a rising senior medical student and to honor Miss Hazel Donegan of the Office of Student Admissions and Activities, College of Medicine.

Paula Ellis Scholarship Award: The Gainesville junior Woman's Club established this award as a memorial to Paula Ellis. It is given to a medical student chosen for academic excellence and/ or meritorious service who shows promise and interest in the prevention or treatment of cancer.

W.F. Enneking Award: Established and funded by the Musculoskeletal Oncology Fellows of the Department of Orthopaedics, this award is to be given annually to the graduating medical student who, in the opinion of the faculty of the orthopaedic department, shows the most promise of making a contribution to medicine through an academic career.

The Faculty Award for Research: This award is given to the graduating medical student who has made the most outstanding contribution through research during the course of medical school.

Florida Chapter of the American College of Surgeons Award: Given to an outstanding student in the graduating class this award honors a student who will pursue a career in surgery.

The John Gorrie Award: This award, instituted by Dr. Theodore F. Hahn, Jr., is presented each year to the graduating medical student who, in the opinion of the faculty of the College of Medicine, is the best all-around student showing promise of becoming a practitioner of the highest type.

Scott Gross, M.D., Memorial Book Award: This award was established by the Class of 1988 in memory of their classmate, Scott Gross, who died of cancer shortly after graduation. The class requests that the prize, a pathology text, be given to a rising second year student who best represents the attributes displayed by Scott - a sense of humor, interest in art and music, an active participant in class projects and, most importantly, courage and perseverance.

Florida Obstetric-Gynecologic Society Award: Given by the Society, this award recognizes a senior student who has distinguished him/herself academically in the field of obstetrics and gynecology and has demonstrated a dedication to patient care.

Eugene Craig Haufler Award: This award is given to a graduating medical student to recognize overall excellence in pediatrics.

Samuel D. Harris Scholarship Awards: These scholarships were established by Mr. George Harris of St. Augustine, in honor of his brother, to recognize senior medical students who have shown proficiency in geriatrics, urology, pulmonary and ophthalmology.

The Luther W. Holloway Award: The Florida Pediatric Society established this award in honor of the late Dr. Luther W. Holloway. It is to be awarded to the senior medical student showing the greatest proficiency in child health.

Juri V. Kaude, M.D., Ph.D. Medical Student Research Award in Radiology: This award, established by the Department of Radiology, recognizes a senior student who has been involved in research in Diagnostic Radiology. Research may be either investigative or clinical and the student may have participated either as the primary investigator or as a member of the team.

Albert G. King Award for Scientific Achievement in Research: This award is presented each year by the Watson Clinic of Lakeland to the medical student chosen for productive effort and scientific contribution. The research must have been presented at a Medical Student Research Conference during the academic year.

Lyerly Neurosurgical Group Award: The Department of Neurological Surgery presents this award to the graduating medical student who has distinguished himself /herself in the field of neurological surgery.

Genevra Todd and Henry E. Meleney Memorial Award: This award, established originally by the late Dr. Henry E. Meleney in memory of his wife, is to be given to a medical student for outstanding achievement during the first two years of medical study.

The Professor James M. Murdoch Therapeutics Award: This award recognizes a senior medical student's outstanding knowledge and excellence in the field of therapeutics.

Netter Atlas Award: Sponsored by Ciba Pharmaceutical Company, this award is given each year in recognition of a medical student who has contributed the most to community service.

Walt Oppelt Memorial Award: Established in memory of the late Dr. W. Walter Oppelt by friends, associates, and the Departments of Pharmacology and Therapeutics and Medicine, this annual award will be presented to a medical student who has excelled in the field of pharmacology and therapeutics.

William Osler Award in Internal Medicine: This award was established by the Department of Medicine and is donated by past and present chairmen of the Department of Medicine, chiefs of the Medical Service at the Veterans Affairs Medical Center and chief residents in medicine. It is given to the graduating medical student who has demonstrated outstanding proficiency and excellence in the field of internal medicine.

Guillermo J. Perez Memorial Scholarship Award: The Department of Pediatrics established this award in memory of the late Dr. Perez, a former member of the pediatric faculty, to recognize a senior medical student who demonstrated an interest in adolescent medicine.

The Haven M. Perkins Award: This award, in honor of the first resident in the Department of Anesthesiology, is presented to a second-year student who has achieved the highest academic standing in the basic sciences.

Senior Excellence Award in Radiology: Given by the Department of Radiology, this award recognizes a senior student, entering any specialty, who has demonstrated outstanding achievement in the Senior elective in Radiology.

Plastic and Reconstructive Surgery Award: The Division of Plastic and Reconstructive Surgery established this award to recognize that senior medical student who has shown academic achievement and excellence in this surgical specialty.

Dr. Peter Regan Award: This award, named in honor of the first chairman of the Department of Psychiatry, is given to recognize a senior student who has demonstrated excellence and has a career goal in the field of psychiatry.

Sandoz Award: Instituted by Sandoz Pharmaceutical, this award is presented annually by the Department of Community Health and Family Medicine to a senior medical student in recognition of superior academic achievement and contribution to health care.

The Betty Schmidt Memorial Award: Given in memory of Mrs. Betty Schmidt, a charter member of the University of Florida Medical Guild, this award is presented to a junior or senior medical student who has worked constructively for the improvement of academic life and the learning of the sciences of medicine.

Roger G. Schnell Neurology Book Award: Dr. Roger G. Schnell, of Ft. Lauderdale, established this award is to honor a medical student who has shown excellence in the field of clinical neurology.

The George T. Singleton, M.D. Award: Established by the Department of Otolaryngology to honor Dr. Singleton, this award is presented to a senior medical student who has shown academic achievement, research interest, clinical skills and exemplary work habits while rotating on the otolaryngology service.

The Marian Solowy Memorial Award: This award, given by Mrs. Solowy's family, recognizes a graduating medical student who has distinguished himself herself in the field of neonatal-perinatal medicine.

John Harrington Tanous, M.D. Cancer Research Award: Presented each year by the Watson Clinic of Lakeland, this award recognizes outstanding research by a medical student in the general area of clinical or basic aspects of cancer and cell growth.

The William C. Thomas, Sr. Award: This award honors an outstanding senior medical student with an interest in obstetrics and gynecology. The award is made possible by the Florida Obstetric Gynecological Society.

F. Eugene Tubbs, M.D., J.D., Memorial Award: This award was established in 1979 in memory of the late Dr. Tubbs, a former resident physician in the College of Medicine and member of the Florida House of Representatives. This award is given jointly each year to a University of Florida senior medical student and a Florida State University law student who have demonstrated excellence in their field.

The University Medical Guild Memorial Award for Academic Excellence: This award is presented to a graduating senior by the University Medical Guild to recognize academic excellence through four years of medical school.

The University Medical Guild Academic Scholarship: Given each year to a first-year student based on scholastic accomplishments and financial need. This award is for four consecutive years of medical school provided scholastic merit is maintained.

The University Medical Guild Scholarship Awards: These awards are presented each year by the University Medical Guild to a second year and third year student who are judged to be outstanding scholastically and to an entering student on the basis of need and scholastic excellence.

The University Medical Guild Graduate Research Awards: Presented each year to four graduate students in the basic medical sciences who are judged to have performed the best research during their graduate studies.

The University of Florida Medical Guild Award in Memory of Mrs. J. Hillis Miller: Given annually to a first-year student, this award is to recognize outstanding academic achievement by a student during the first year of medical school.

The University Medical Guild Professional Development Scholarship Award: This scholarship is awarded each fall to a senior medical student based on scholastic achievements and financial need.

Upjohn Achievement Award: The Upjohn Company Achievement Award program presents this award to the graduating medical student who achieves the highest academic standing during the four years in medical school.

Westwood Pharmaceutical Award: The Division of Dermatology presents this award to a senior medical student who has shown ability, enthusiasm and motivation in the field of dermatology.

Edward R. Woodward Surgical Award: This award, established by the Department of Surgery, is given to a senior medical student who best demonstrates strengths of moral and ethical fiber, social consciousness, and the traits of intelligence, tenacity and perspicacity.

LOAN FUNDS

College of Medicine Loan Funds: Loans from these funds are available to students enrolled in the College of Medicine who are in good academic standing and can show sufficient evidence of financial need. Interest (at 9%) begins at graduation and continues until repayment is completed. Repayment ordinarily begins one year after graduation. Short-term loans are available through the Office of Student Financial Services and the College of Medicine for emergencies, but must be repaid within the semester borrowed.

These funds have been made possible by grants from the W. K. Kellogg Foundation, the Selby Foundation, the Patrick J. O'Shaughnessy Memorial Fund, the John J. Tigert Memorial Fund, the Frederick F. Kumm, M.D., Memorial Loan Fund, the Helen Stargardt Memorial Loan Fund, the George M. Green, M.D., Memorial Loan Fund, the Algia Collins, jr., M.D., Memorial Fund George W. Jenkins Foundation/Publix Scholarship, Alachua County Medical Auxiliary, Gainesville Medical Group, and by gifts from several organizations and individuals within the State of Florida. Loans are administered by the College of Medicine's faculty comprised Financial Aid Committee.

University of Florida College of Medicine Alumni Association Loan: This loan was established by the members of the college's Alumni Association from donations by its members and awarded to worthy students in financial need.

Dudley Beaumont Loan Fund: This fund was left to the College of Medicine early in the school's history. as a memorial loan fund to assist in meeting the financial needs of its students. It is administered in

accordance with the procedures established for the College of Medicine Loan Fund.

Health Professions Student Loan (HPSL): A federal loan that is awarded by the medical school to students with exceptional financial need at an interest rate of 5%. Any student receiving this loan must agree to enter and complete a residency training program in primary health care (family medicine, general internal medicine, general pediatrics and preventive medicine) not later than 4 years after the date on which the student graduates from the school; and to practice in such care through the date on which the loan is repaid in full. Students who received their first HPSL funds before July 1, 1993, are exempt from this requirement.

The George Graham Hunter Loan Fund: This trust fund, established in 1968, is for the purpose of making loans available to qualified medical students or residents in orthopaedics.

Loans for Disadvantaged Students (LDS): A federal loan that is awarded by the medical school to students with exceptional financial need and/or a student that comes from an environment that has inhibited the individual from obtaining the knowledge, skills, and abilities required to enroll in, and graduate from, a school of medicine. The interest rate is 5%.

Ronald A. Julian Memorial Fund: This fund was established as a memorial loan fund to assist medical students in financing their education. It is administered in accordance with the procedures established for the College of Medicine Loan Fund.

The Barbara S. Michael Loan Fund: A revolving loan fund established in 1977 for needy and worthy students in the College of Medicine.

The Dr. P. Phillips Foundation Loan: This loan fund was established to assist financially needy students from Orange County who have shown academic achievement.

Maude Halstead Rhodes Loan: This fund was established in 1987 to provide loans to third and fourth year students up to a maximum of $3000 per year.

Federal Direct Stafford Loan (FDSL): This is a federally insured program that has a variable interest rate, capped at 8.25% for loans made on or after July 1, 1994. The interest is paid by the federal government while the student is in school. There is an origination fee of 4% which is charged at disbursement. Graduate and Professional students can borrow up to $8,500 per year up to $65,500, including undergraduate loans. The amount of eligibility is dependent on a student's need within the constraints of an approved budget. Financial need is determined from the Free Application for Federal Student Aid (FAFSA). All graduate/professional students are considered independent for financial aid purposes.

Federal Direct Unsubsidized Stafford Loans (FDUSL): This program is the same as the Federal Direct Stafford Loan, except the borrower is responsible for repaying the interest beginning on the date of their first disbursement. A borrower can request a deferment, however, the loan is subject to "capitalization". This loan is not need based. Students may borrow funds over and above their eligibility for FDSL, up to their cost of education minus other aid, or FDSL program limits, whichever is less. Graduate and Professional students may borrow up to $18,500 per year (less amounts borrowed through FDSL) if within the budget, up to $73,000 total, including undergraduate loans.

Additional information and applications can be obtained from the Financial Aid Division, Office of Student Admissions and Activities, College of Medicine, University of Florida, PO Box 100216 UFHSC, Gainesville, FL 32611.

Marie Rosa Valicenti Loan Fund: Established in memory of Mrs. Valicenti by the Carmen Valicenti Trust to provide loans for students from the northern part of Brevard County or Orange County.

Hugh and Mabel Wilford Loan Fund: This trust fund was established in 1970 for the purpose of making loans available to assist worthy and needy students to attend the University of Florida College of Medicine. This loan fund will be administered in accordance with procedures established for the Health Professions Student Loan Program.

Other Sources: Many students have received financial support from local sources. These may be discovered by inquiries addressed to voluntary health agencies, medical organizations, service clubs, church organizations, or trust departments of banks.

FELLOWSHIPS

Student Research Fellowships: These fellowships are made possible by grants from voluntary health agencies in Florida, pharmaceutical firms, the National Institutes of Health, and other agencies.

Medical student research holds high priority in the College of Medicine with the primary objective being that of involving the inquisitive student in a self-learning experience in medical research.

As an incentive to become involved in research, students are offered an opportunity to apply for fellowship support which is available on a part-time basis during the academic year and on a full-time basis during summer vacations.

These fellowships are available to incoming medical students during the summer prior to their matriculation. The only other time that full time research (10 weeks) is generally available is during the summer between the first and second year of medical school. Fellowships are awarded on a competitive basis with a progress report and continuation application required for each semester. In addition to providing fellowships for research, this program also sponsors a Research Day for medical students to report the findings of their research and will contribute funds (when available) to the travel expenses of medical students who present the results of their research at national conferences.

On the basis of the results of the research projects and their presentation, medical students are eligible for the annual Faculty Research Award, Albert G. King Award, John Harrington Tanous, M.D. Cancer Research Award, and the Alpha Omega Alpha Research Award. Graduating students may also be considered for Graduation with Honors based on research.

LIVING ACCOMMODATIONS

On-campus housing may be arranged by contacting the Division of Housing, University Housing Office, University of Florida, PO Box 112100, Gainesville, Florida 32611-2100, (904) 392-2161.

On-campus housing is limited; medical students are encouraged to apply for housing immediately upon acceptance to the College of Medicine.

Housing is available to medical students in the New Residence Facility and Village Communities. The New Residence Facility features apartment-style housing for single residents. Each apartment has four single bedrooms, two baths, a kitchen and living room area. The 1993-94 rent rate is $1,209 per resident, per semester and includes limited utilities, cable television service and local phone service.

Apartments for single and married medical students are available in several Village Communities on campus. Most villages are two-story brick buildings featuring one, two and three-bedroom apartments. The 1993-94 rent rate ranges from $207 to $389 per month and includes local phone service and cable television service. Cable television service is additional in Corry Village. Other utilities are additional.

Off-campus housing information is available from the Division of Housing and may be requested in person or through the mail. Students are encouraged to make personal inspection of facilities and meet with landlords before leases are signed. Initial contracts should be made at a minimum of 30 days before classes begin.

COURSE DESCRIPTIONS

The following courses comprise the preclinical component of the curriculum for the M.D. degree, and are offered to medical students during the first and second years. Some of the courses are available to graduate students in the university, but the number of students who can be accepted is limited by laboratory facilities and enrollment requires the approval of the course director.

FIRST YEAR

BMS 5015 BASIC CLINICAL SKILLS

2 credits. This course introduces students to patient evaluation, including interview and physical examination. The course is correlated with the courses in gross anatomy, radiology, embryology and microscopic anatomy. Students are taught in small groups and must pass a competency exam on initiating a medical interview and perform a screening physical examination.

BMS 5020 MEDICAL NEUROSCIENCE

5 credits. This course provides an integrated and multidisciplinary approach to the study of central nervous system structure and function. The course includes the study of neuroanatomy, neurochemistry, neuroembryology, neurohistology, and neurophysiology. Sensory and motor system functions are also stressed. The laboratory portion of the course is intensive, allowing students to develop a working knowledge of human brain structure and organization. There is also a strong emphasis on applying basic science information to actual clinical problems.

BMS 51OOC MEDICAL HUMAN ANATOMY

8 credits. This course introduces basic principles of the human body primarily in a laboratory setting. Clinical oriented lectures are used to emphasize basic anatomical relationships. Lectures on human embryology are presented also in a systemic format to assist students to learn pertinent normal organ development and morphogenesis. The course materials are integrated with radiologic and microscopic anatomy.

BMS 5110C CELL AND TISSUE BIOLOGY

6 credits. The microscopic structure and function of the cells, tissues and organs of the human is taught. Correlation of structure and function at a cellular level is emphasized in lectures, conferences and laboratories.

BMS 5190 ANATOMY BY DIAGNOSTIC IMAGING

2 credits. The goal is to describe normal human anatomy in three dimensions (frontal, [coronal], sagittal and axial) using imaging modalities available to diagnostic radiologists. The course is oriented to organ systems describing not only the regional anatomy of the organ but also its vasculature and topographic anatomy. The course includes 10 didactic lectures and a teaching set of films depicting normal anatomy. Slides, video tapes and computer-aided instuction are available for individual, independent study.

BMS 5003 MEDICAL ASPECTS OF HUMAN GENETICS

2 credits. Designed to familiarize the student with the medical aspects of human genetics, this course presents both theoretical and clinical information in cytogenetics, population genetics, and molecular genetics together with a review of its application in the diagnosis, risk prediction and treatment/prevention of genetic diseases. Special topics such as cancer genetics and gene therapy also are covered.

BMS 5204 BIOCHEMISTRY AND MOLECULAR BIOLOGY OF DISEASE

6 credits. A general biochemistry course is a strongly recommended prerequisite. Lectures and small group discussions are designed to build on the student's basic biochemical knowledge of cellular function. Emphasis is placed on the biochemical and molecular biological basis of pathobiology. Topics include nutrition, physical biochemistry, metabolism and molecular biology.

BMS 5500 PRINCIPLES OF PHYSIOLOGY

6 credits. The basic physiology of the respiratory, cardiovascular, endocrine, renal and gastrointestinal systems is presented. Concepts of physiology are taught and clinical applications of the concepts are presented.

BCC 5151 INTRODUCTION TO PSYCHIATRY AND HUMAN BEHAVIOR

4 credits. This course offers an introduction to the biological, psychological and social interactions which underline human behavior in both health and illness. Course teaches students to conduct a psychiatric evaluation, and to become familiar with descriptive and dynamic aspects of common psychiatric syndromes and diagnostic categories. Alcoholism, substance abuse, impaired physicians, human sexuality and an introduction to psychiatric treatment are also presented. Small group teaching is devoted to lecture-demonstrations and patient interviewing.

BCC 5173 PRIMARY CARE PRECEPTORSHIP

3 credits. During this course, students will be assigned to a physician preceptor who practices primary care medicine. Students will spend three weeks on location with the physician on a full-time basis. Students will have the opportunity to utilize their interview and physical examination skills.

SECOND YEAR

BMS 5191 INTRODUCTION TO CLINICAL RADIOLOGY

2 credits. Prerequisite: BMS 5190. This course introduces the student to diagnostic imaging in the clinical setting. A short description of radiation physics, risks of radiation and prevention of radiation injury is given. The diagnostic approach to different disease entities is described, emphasizing the importance of sequence of studies and the diagnostic information which can be obtained by different imaging modalities (plain radiographs, contrast studies, ultrasound, radionuclide studies, computed tomography and magnetic resonance imaging). Samples of pathology in different organ systems are discussed. The course includes a 10 hour didactic lecture series, small group sessions and a teaching set of images depicting pathology.

BMS 5300C MEDICAL MICROBIOLOGY AND INFECTIOUS DISEASE

7 credits. This course will provide learning opportunities in the principles of medical microbiology and the essentials of infectious disease. It will cover basic host defense mechanisms and the interaction of pathogens with these host defenses. Bacterial, viral, fungal and parasitic pathogens and the diseases they cause will be considered. Lectures, laboratories, small group discussions and self-instructional programs will be used to present the material.

BMS 5404 PHARMACOLOGY

6 credits. This introductory course presents concepts of drug action (drug-receptor interactions, drug absorption, distribution, and elimination), introduces most of the major classes of drugs, and emphasizes the biochemical and physiological basis for understanding drug action. Groups of drugs considered include anesthetic, autonomic, central nervous system, adrenal, cardiovascular and antimicrobial compounds.

BMS 5600 SYSTEMIC PATHOLOGY AND LABORATORY MEDICINE

9 credits. Prerequisites: Satisfactory completion of the first year of medical school and BMS 5608. Building upon general principles learned in BMS 5608, the student studies in detail the pathology of organ systems. The morphologic, biochemical and biological behavior of various diseases are covered in lecture and amplified by laboratory materials. Functional and clinical implications are discussed, including the appropriate use of the clinical laboratory for diagnosis and therapy.

BMS 5608 GENERAL PATHOLOGY

4 credits. Prerequisite: Satisfactory completion of the first year of medical school. The course introduces second year medical students to basic processes involved in cellular injury and adaptation, inflammation as a reparative and disease causing process, and hemodynamic disorders with emphasis on atherosclerosis, thrombosis and its consequences. The role of the immune system in disease causation and transplantation is presented. Cancer is defined and categorized with a discussion of etiology, pathogenesis and host response. Pathologic alterations in infection are illustrated by relevant clinical examples.

BMS 5630 ONCOLOGY

2 credits. This course is taught in parallel with pathology and provides correlation between treatment of patients with cancer and oncology topics being addressed in pathology.

BMS 5822 SOCIAL AND ETHICAL ISSUES IN MEDICAL PRACTICE
2 credits. This course introduces second year medical students to basic issues and information concerning social and ethical problems in medical practice. Students learn how to identify ethical problems and how to communicate with patients and colleagues about those problems. Students also learn problem-solving strategies which can help resolve these problems. This course is organized around small group activities and discussion which focus on analysis of social and ethical problems in actual medical cases.

BMS 5823 EPIDEMIOLOGY AND PUBLIC HEALTH
2 credits. This course provides instruction in clinical epidemiology, preventive medicine and public health. The critical appraisal of the medical literature is emphasized.

BMS 5830 PHYSICAL DIAGNOSIS
2 credits. Students are introduced to basic components of the physical examination with emphasis on normal findings.

BMS 5831 CLINICAL DIAGNOSIS (Introduction to Clinical Medicine)
6 credits. Prerequisite: BMS 5830. Conducted by the Department of Medicine, with participation by the Departments of Neurology, Orthopaedics, Ophthalmology and Pediatrics. Students develop medical interviewing and physical examination skills; learn methods of collecting, organizing and communicating data; develop an understanding of the genesis of signs and symptoms; and are introduced to the techniques of problem-solving in physical diagnosis.

THIRD YEAR

During the third year, students rotate through eight clinical clerkships. The clerkships in medicine surgery, obstetrics and gynecology, and pediatrics are eight weeks in length; psychiatry, seven weeks; community health and family medicine, six weeks; neurology, two weeks; and anesthesiology, one week. During the clerkships the medical student participates as a member of the health care team in the care of hospitalized and ambulatory patients. Teaching occurs in various settings including clinical rounds, conferences and lectures as well as at the bedside or during surgery. Students will spend 5-10 weeks participating in clerkships at UFHSC-Jacksonville. Housing will be provided during this period of time.

BCC 5100 ANESTHESIOLOGY CLERKSHIP
1 credit. One week. Intensive lectures and laboratory instruction in life support systems, including practice in the skills necessary to approach and treat the patient suffering from acute cardiopulmonary collapse of varying etiology.

BCC 5110 MEDICAL CLERKSHIP 1
8 credits. Eight weeks. Active participation in the care of ward and clinic patients is provided under supervision. Close tutorial relationship with staff in lectures, conferences, and teaching rounds provides a rich learning experience.

BCC 5120 NEUROLOGY CLERKSHIP
2 credits. Two weeks. Students participate on the inpatient and outpatient services of the neurology department at Shands Hospital, VA Medical Center, and University Hospital at Jacksonville. The student learns how to evaluate patients by assuming ongoing responsibility for their care while studying various physiologic, chemical and pathologic aspects of neural function.

BCC 5130 OBSTETRICAL AND GYNECOLOGICAL CLERKSHIP
8 credits. Eight weeks. Participation in the outpatient and inpatient medical and surgical care of women at Shands Hospital and University Hospital in Jacksonville. Lectures, seminars and active involvement provide exposure to obstetrics, gynecology, oncology and reproductive endocrinology. Focus is on primary as well as intensive care.

BCC 5140 PEDIATRIC CLERKSHIP
8 credits. Eight weeks. Students actively participate in inpatient and outpatient medical and surgical management of infants and children. Teaching occurs on the wards, in the pediatric clinics and in the emergency rooms at Shands Hospital and the University Medical Center at Jacksonville and in rural clinics. Focus is upon development of history and physical diagnostic skills, preventive medicine, patient management and consequences of illness in children and among their families.

BCC 5150 PSYCHIATRIC CLERKSHIP
7 credits. Seven weeks. Observation and supervised treatment of psychiatric patients in the Shands Hospital, VA Medical Center, the Crisis Stabilization Unit of the Community Mental Health Center and University Medical Center at Jacksonville inpatient, outpatient, and consultation services. Weekly didactic seminars, conferences and individual instruction are given in the application of this material to the practice of medicine.

BCC 5160 SURGICAL CLERKSHIP
8 credits. Eight weeks. Students participate in the care of surgical patients in the ward and in the operating room at Shands Hospital and VA Medical Center. Instruction in the care of the surgical patient is provided by a series of daily seminars and lectures.

BCC 5170 COMMUNITY HEALTH & FAMILY MEDICINE
6 credits. Six weeks. Students are provided learning experiences which foster development of the knowledge, attitudes and approaches to health problems in the primary care setting. The emphasis will be on health promotion, disease prevention and management of common health problems in outpatient settings. Students will spend 4 weeks in a family practice center in either Gainesville, Tallahassee or Jacksonville and 2 weeks in a rural clinic within commuting distance. Housing is furnished for rotations in Jacksonville and Tallahassee.

FOURTH YEAR

The fourth year is divided into 11 four week long units (of 4 credit hours each). During the year, students plan their own curriculum which must be approved by their advisor and the fourth year coordinator prior to the beginning of the academic year. Students are required to take four units: advanced medicine clerkship, advanced pharmacology, a surgery selective and an ambulatory medicine selective. The remaining 7 units consist of elective courses and clerkships offered by the basic science and clinical departments.

BMS 5473 ADVANCED PHARMACOLOGY
4 credits. Lectures and conferences. Fundamentals of drug action are studied with emphasis on cardiovascular, neurological, and endocrine systems. Clinical faculty participate in the teaching of basic aspects of clinical pharmacology.

BCC 5111 MEDICAL CLERKSHIP 2
4 credits. 4 weeks. Increased level of patient care responsibility compared to the third year medicine clerkship. Students serve as the primary physician under resident and faculty supervision. Students are responsible for the performance of simpler diagnostic procedures. Self-education is stressed, but students are encouraged to attend major departmental conferences.

SURGICAL SELECTIVE
4 credits. 4 weeks. Students further develop skill in pre-operative evaluation, surgery, and postoperative care and follow-up. Patient-oriented seminars are provided by faculty. The student will be an active member of the surgical team.

AMBULATORY CARE SELECTIVE
4 credits. Students must take a 4 week experience in primary care medicine from an approved list of electives. These electives provide the students with additional experience in the care of ambulatory patients.

MEL 5930 ELECTED TOPICS/NEUROLOGY
2-20 credits. Offered by the Department of Neurology as an opportunity for concentrated work in a field of particular interest to the student. Individual response, preceptorship, or clinical clerkship in the college or in another medical center in

this country or abroad may be elected. Students may take more than one topic in this department per semester.

MEL 5931 ELECTED TOPICS/Neurological Surgery
2-20 credits. Same as MEL 5930

MEL 5932 ELECTED TOPICS/Obstetrics and Gynecology
2-20 credits. Same as MEL 5930.

MEL 5933 ELECTED TOPICS/Ophthalmology
2-20 credits. Same as MEL 5930.

MEL 5934 ELECTED TOPICS/Orthopaedic Surgery
2-20 credits. Same as MEL 5930.

MEL 5935 ELECTED TOPICS/Otolaryngology
2-20 credits. Same as MEL 5930.

MEL 5936 ELECTED TOPICS/Pathology
2-20 credits. Same as MEL 5930.

MEL 5937 ELECTED TOPICS/Pediatrics 2-20 credits. Same as MEL 5930.

MEL 5938 ELECTED TOPICS/Psychiatry 2-20 credits. Same as MEL 5930.

MEL 5940 ELECTED TOPICS/Anatomy 2-20 credits. Same as MEL 5930.

MEL 5941 ELECTED TOPICS/Biochemistry 2-20 credits. Same as MEL 5930.

MEL 5942 ELECTED TOPICS/Immunology and Medical Microbiology
2-20 credits. Same as MEL 5930.

MEL 5943 ELECTED TOPICS/Neuroscience
2-20 credits. Same as MEL 5930.

MEL 5944 ELECTED TOPICS/Pharmacology
2-20 credits. Same as MEL 5930.

MEL 5945 ELECTED TOPICS/Physiology
2-20 credits. Same as MEL 5930.

MEL 5946 ELECTED TOPICS/Anesthesiology
2-20 credits. Same as MEL 5930.

MEL 5947 ELECTED TOPICS/Community Health and Family Medicine
2-20 credits. Same as MEL 5930.

MEL 5948 ELECTED TOPICS/Medicine
2-20 credits. Same as MEL 5930.

MEL 5949 ELECTED TOPICS/Radiation Oncology 2-20 credits. Same as MEL 5930.

MEL 5950 ELECTED TOPICS/Radiology
2-20 credits. Same as MEL 5930.

MEL 5951 ELECTED TOPICS/Surgery
2-20 credits. Same as MEL 5930.

GRADUATE COURSES IN THE MEDICAL SCIENCES

Programs leading to the Ph.D. and M.S. degrees in the medical sciences (with a major in anatomy and cell biology, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology and laboratory medicine, pharmacology and therapeutics, or physiology) are offered by the College of Medicine.

In addition, the M.S. and Ph.D. degrees in biochemistry are offered by the Department of Biochemistry and Molecular Biology. Training in these scientific disciplines is planned to give experience in research and teaching, rather than in clinical practice for which the M.D. degree program is designed.

Although no graduate major may be completed without adequate course work at the 6000 level or higher, the 5000 level courses listed for each individual department also are available for graduate credit as part of the candidate's major.

The following general courses are offered by each participating department. Most of these courses, as well as others listed below, are also available to qualified graduate students from other divisions of the university.

GMS 6905 RESEARCH IN MEDICAL SCIENCES
1 to 10 credits. May be repeated for credit. Supervised research other than that toward fulfillment of the thesis or dissertation research in the Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

GMS 6910 INTRODUCTION TO SUPERVISED RESEARCH
1 to 5 credits. Credit not applicable toward degrees. May be repeated up to a total of 5 credits.

GMS 6940 INTRODUCTION TO SUPERVISED TEACHING
1 to 5 credits. Credit not applicable toward degrees. May be repeated up to a total of 5 credits.

GMS 6971 MASTER'S RESEARCH
1 to 15 credits. Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

GMS 7979 ADVANCED RESEARCH
1 to 9 credits. Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

GMS 7980 DOCTORAL RESEARCH
1 to 15 credits. Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

Descriptions of all courses for each department may be found in the current University of Florida Graduate Catalog.

ANATOMY AND CELL BIOLOGY

The department offers a program leading to the Ph.D. in medical sciences. The graduate training specialization within the department is cell and developmental biology.

The program prepares the student for the Doctor of Philosophy degree in medical sciences. Research interests in the department include several different areas of cell biology, developmental biology, reproductive biology and vertebrate morphology.

Applicants should have a strong background in biology, chemistry, or physics and have taken undergraduate courses in organic chemistry, calculus, physics, cell biology, and biochemistry. Deficiencies may be made up during the first year of graduate study.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

The Department of Biochemistry and Molecular Biology offers the Doctor of Philosophy degree in biochemistry with specialization in physical biochemistry, molecular biology and medical biochemistry. The department, as one of the basic medical sciences, also offers these subjects as part of the program leading to the M.S. and Ph.D. in medical sciences.

Specific areas of study include structure and function of cellular and nuclear membranes in mammalian cells; transport of molecules into the cell; regulation of cell division and gene expression; assembly and regulation of the cytoskeleton; biochemistry of differentiation; biochemical genetics; molecular biology of nucleic acids; replication and repair in bacterial and eukaryotic cells; biosynthesis and structure of nucleic acids, proteins, polysaccharide, lipids, lipoprotein, isoprenoid metabolism; physical biochemistry of nucleic acids and proteins; site-directed mutagenesis mechanism of enzyme action and molecular evolution.

New graduate students should have adequate training in general, organic, quantitative and physical chemistry as well as in physics, biology and calculus. Minor deficiencies may be made up immediately after entering Graduate School.

Doctoral candidates are required to take a core of biochemistry courses which include BCH 6740, 6156, 6206, 6415, 6876, and 6936. Depending upon interests and background of the student, additional courses are recommended from the following list: BCH 6296, 6746, 7410, and 7257. The curriculum for doctoral candidates may also include advanced chemistry, physiology, microbiology and genetic courses.

IMMUNOLOGY AND MEDICAL MICROBIOLOGY

The Department of Immunology and Medical Microbiology offers a program leading to to the Doctor of Philosophy degree in medical sciences. Areas of specialization include molecular genetics, virology, cellular and humoral immunology, parasitology, bacteriology and molecular pathogenesis.

The undergraduate preparation for graduate study should be wide in scope and should include general biology, physics, chemistry (two to three years, including organic and physical chemistry),

and preferably statistics, calculus, biochemistry, genetics and bacteriology. A bachelor's degree in bacteriology or microbiology is not required.

In graduate school, the student will first obtain a general background in microbiology as preparation for research and teaching. The graduate student is given the opportunity to participate in research in the first year via rotations in three laboratory groups. The remaining course work should be arranged according to the student's interest and competence.

Through individual planning of coursework, research and teaching, the graduate student is offered an educational atmosphere to help develop skills and gain intellectual independence and initiative.

NEUROSCIENCE

The department offers programs leading to the Ph.D. degree in medical sciences with specialization on the basic neural and neurobehavioral sciences. While there are no fixed entrance prerequisites, prospective students should obtain a reasonable undergraduate background in biochemistry, physiology, statistics and behavioral science. Students admitted with deficiencies in these areas will be required to obtain remedial training. All students will receive core training in neuroanatomy, neurophysiology, neurobehavioral science, neurochemistry, neuroendocrinology, neurohistology, and neuropharmacology. The remainder of the program will consist of laboratory research and advanced courses and seminars from this and other departments. Neural cell biology and metabolism will be discussed with a particular emphasis on the relationships of molecular mechanisms to neural function.

PATHOLOGY AND LABORATORY MEDICINE

The Department of Pathology and Laboratory Medicine, College of Medicine, in association with the Department of Comparative and Experimental Pathology, College of Veterinary Medicine, offers a program leading to the Doctor of Philosophy degree in medical sciences, specializing in immunology and molecular pathology.

Students can elect to carry out their dissertation research in either the Department of Pathology and Laboratory Medicine in the College of Medicine or the Department of Comparative and Experimental Pathology in the College of Veterinary Medicine under the direction of a faculty member with a graduate faculty appointment. Areas of research within this program include cellular and molecular immunology, immunogenetics, immunochemistry, immunopathology, immunology of infectious diseases, molecular oncogenesis tumor biology, human and animal retroviruses including HIV, molecular biology and comparative and nutritional pathology. Disease related research involves that for renal calculi and autoimmunity states including insulin dependent diabetes.

The Department of Pathology and Laboratory Medicine also offers a program leading to the Master of Science degree in medical sciences, specializing in clinical chemistry and participates in an interdisciplinary program leading to a Doctor of Philosophy Degree in toxicology. The program in clinical chemistry emphasizes laboratory training of management and supervision of clinical laboratories. The graduate program in toxicology is administered through the Center for Environmental and Human Toxicology, and the participating program within the Department of Pathology and Laboratory. Medicine emphasizes clinical and analytical toxicology: Careers in pathology offer a diversity of opportunities: service in diagnostic laboratories, basic research in immunology, pathology or genetic engineering, and teaching.

Graduate students entering the immunology and molecular pathology program should have adequate undergraduate training in chemistry, biology, physics and mathematics, with special emphasis on physiological, developmental and cellular biology.

Flexibility in the graduate program of the Departments of Pathology and Laboratory Medicine and Comparative and Experimental Pathology in the College of Veterinary Medicine permits the student's course curriculum to be arranged according to his/her specific interests and needs. A blending of basic research with clinical application provides a unique educational atmosphere for the student to gain intellectual independence while developing basic as well as research skills.

PHARMACOLOGY AND THERAPEUTICS

The Department of Pharmacology and Therapeutics offers a program leading to the degree of Doctor of Philosophy in the medical sciences with specialization in pharmacology.

The general research focus of the department is mechanistic, at the cellular and molecular levels. Specific areas of research include receptor and membrane pharmacology; autonomic, renal, developmental, endocrine, gastrointestinal and neuropharmacology; teratology; fluid secretion and carbonic anhydrase inhibition; cancer chemotherapy and carcinogenesis; physical chemistry and enzymes; opiods peptides; drug metabolism; and environmental and marine toxicology.

Applicants should present undergraduate course credits in chemistry, elementary physics and biology, and mathematics through calculus. Otherwise, wellqualified students with certain deficiencies in preparation will be allowed to make these up during the first year of graduate study. In addition to elementary and advanced study in pharmacology, candidates will pursue courses in biochemistry, physiology, and other medical sciences as determined by consultation with their advisory committees.

PHYSIOLOGY

The Department of Physiology offers a program leading to the Doctor of Philosophy degree in the medical sciences with specialization in physiology.

Areas of specialization within the Department of Physiology include cellular physiology, general endocrinology, neuroendocrinology, neurophysiology, respiration, circulation, physiology of muscle, cardiac electrophysiology, epithelial transport, neonatal physiology and sensory physiology.

Undergraduate majors appropriate as foundations for the study of physiology are biology, chemistry, engineering, mathematics or physics. The following courses are especially useful as a background for the study of physiology: general biology, vertebrate biology, general chemistry, analytical chemistry, organic chemistry, physical chemistry, general physics, calculus, and statistics. Students may find it necessary to remedy deficiencies in their background by taking undergraduate courses after admission to Graduate School.

INTERDISCIPLINARY PROGRAMS

Mammalian Genetics

Interdisciplinary study in mammalian genetics provides students with a research background in the application of eukaryotic and mammalian genetics, human genetics, cytogenetics, and quantitative genetics to problems related to the genetic basis of disease. The Graduate Program in Mammalian Genetics has been designed to provide flexibility in the educational experience of the individual student and emphasizes molecular approaches to the understanding of genetics, through a core genetics curriculum and original lablratory research. Publication in nationally and internationally recognized referred journals prior to graduation is strongly encouraged.

Approximately 25 faculty members affiliated with the Center for Mammalian Genetics participate in the graduate program. The Center conducts and facilitates interdisciplinary genetics research by providing state-of-the-art equipment, computer core facilities, and biological resources for gene mapping, genetic data analysis, and nucleotide sequence analysis. Center faculty research interests include: regulation of eukaryotic gene experession; viral genetics; somatic genome stability; immunogenetics, neurogenetics population and evolutionary genetics; cytogenetics; clinical genetics and dysmorphology; genetic and physical mapping of disease genes in humans and mouse models of human disease; mutation analysis of human disease genes; and gene therapy.

Core courses taken during the first year will include molecular genetics, cell biology, mammalian genetics, and one additional course of the student's choice. Students will meet with faculty of the Center for Mammalian Genetics to duscuss research opportunities and select three laboratories in which to do

research rotations during the first year. At the end of the first year, students will choose a dissertation mentor and join the mentor's department. The student's dissertation committee will consist of faculty members from the Center and from the major department. Qualifying exams will be administered jointly by the Center and department faculty. The later years of graduate study will be devoted to conducting independent research. The Ph.D. degree will be awarded by the major department.

Applicants should have a sound background in general chemistry, general biology, general physics, genetics and organic chemistry and should have taken two or more advanced courses in natural sciences, genetics, biochemistry, physiology, developmental biology, or cell biology. In addition to this graduate program, other training opportunities available through the Center include the M.D./Ph.D. program, post-doctoral fellowships, and clinical fellowships designed to integrate basic genetics research with the clinical arena. For additional information contact the Graduate Coordinator, Center for Mammalian Genetics, College of Medicine, Bos 100215 UFHSC, Gainesville, FL 21610

Toxicology

The Center for Environmental and Human Toxicology serves as the focal point for activities concerning the effects of chemicals on human and animal health. The Center's affiliated faculty is composed of approximately 20 to 30 scientists and clinicians, interested in elucidating the mechanisms of chemical-induced toxicity, and is drawn from the Colleges of Medicine, Veterinary Medicine, Pharmacy, and the Institute of Food and Agricultural Sciences. The broadly based, interdisciplinary expertise provided by this faculty also is used to address complex issues related to the protection of public health and the environment.

Students who wish to receive graduate training in interdisciplinary toxicology leading to a Ph.D. enroll through one of the participating graduate programs, such as Pharmacology and Therapeutics, Pathology and Laboratory Medicine, Medicinal Chemistry, Veterinary Sciences, or Food Science and Human Nutrition. The number of graduate programs involved in interdisciplinary toxicology, as well as the variety of perspectives provided by their disciplines, allows a great deal of flexibility in providing a plan of graduate study to meet an individual student's interests and goals in toxicology. Student course work and dissertation research are guided by the Center's researchers and affiliated faculty who are also members of the graduate faculty of the student's major department. Dissertation research may be conducted either in the student's department, or at the toxicology laboratory facilities located at the Center.

Vision Science Training

The Department of Ophthalmology maintains a Vision Sciences Training Program for students seeking the Ph.D. degree. Primary financial support for the program is provided by an NIH National Eye Institute Training Grant. This program is designed for training in the areas of molecular/cellular biology, biochemistry, and immunology with particular emphasis on vision. The program is organized to rigorously instruct and reinforce skills pertinent to experimental science and involves coursework in molecular and cell biology, genetics and immunology as well as independent research, oral presentations, written research proposals, peer review and the sharpening of communicative skills.

The program is interdisciplinary and utilizes a core group of 12 faculty preceptors with active vision research and training programs whose primary and joint appointments span the majority of the basic science departments at the University of Florida College of Medicine. The Department of Ophthalmology will serve as the administrative and logistical center for this program, but individual faculty preceptors maintain primary graduate training appointments in the Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology and Laboratory Medicine, and Pharmacology and Therapeutics. Many preceptors share cross appointments in multiple basic science and clinical departments thus allowing trainees to gain access to virtually the full range of scientific and training expertise available in the College of Medicine.

Qualified students in any area of biological science will be considered for the program with or without commitment to a specific area of vision research and will, within the first year, choose a preceptor under whose supervision thesis work will ensue. All enrolled students will receive the standard

NIH graduate stipend which, if necessary, will be supplemented up to current college levels. Tuition and fees are paid by the NIH traineeship. The overall aim of the program is to produce Ph.D. or M.D. /Ph.D. investigators capable of sustaining productive research careers in the vision sciences. Decisions for admission to the program are made by late April to begin in the program each August. Interested individuals should inquire no later than February to receive application materials. Initial inquiries should be sent to Director of Visual Science Training Program, Department of Ophthalmology, Box 100284 JHMHSC, Gainesville, Florida 32610.

UNDERGRADUATE COURSES

These courses are offered by the College of Medicine for students majoring in other colleges.

Individual interdisciplinary programs leading to an Interdisciplinary Studies major may be designed and initiated, with review and approval by the IDS Committee of the College of Liberal Arts and Sciences, by a student whose academic goals are not met by an existing departmental undergraduate major.

The Department of Biochemistry and Molecular Biology, the Department of Neuroscience and the Junior Honors Medical Program offer IDS majors in conjunction with the College of Liberal Arts and Sciences' undergraduate degree granting program.

BSC 3088 HUMAN ANATOMY AND PHYSIOLOGY
3 credits. Prerequisite: ZOO 2013C. Open to all students in the Colleges of Nursing and Health Related Professions and to others by permission of instructor. The structure and physiological function of selected human systems.

BMS 4021 INTRODUCTION TO NEUROCHEMISTRY
3 credits. Prerequisite: Biochemistry. Discussion of current topics in neurochemistry. To include the metabolism of carbohydrates, lipids, amino acids, proteins and nucleic acids, the metabolism and function of neurotransmitters and axoplasmic flow.

BCH 4024 INTRODUCTION TO BIOCHEMISTRY AND MOLECULAR BIOLOGY
4 credits. Prerequisite: Organic chemistry. An introduction to physical biochemistry, intermediary metabolism and molecular biology. Topics include a survey of structure, chemistry and function of proteins and nucleic acids, enzyme kinetics and mechanisms and catalysis; a survey of the pathways of carbohydrate, lipid and nitrogen metabolism and their metabolic control; regulation of gene expression at the level of DNA, RNA and protein synthesis. This course is offered fall and spring semesters.

BMS 4401 PHARMACOLOGY
2 credits. This course is designed to introduce the subject to interested students in a research and topically oriented manner and will be of particular value to students considering research-oriented careers in the biological or medical sciences.

BCH 4905 BIOCHEMISTRY SENIOR RESEARCH
3 to 5 credits; maximum 15. Prerequisites: BCH 4313, CHM 3210-3211 or equivalent, or department approval. Enrollment limited to independent interdisciplinary majors. Laboratory investigations of contemporary biochemical problems. May be repeated with change of content up to a maximum of 15 credits. Senior thesis required.

BMS 4905 MEDICAL SCIENCES SENIOR RESEARCH
3 to 5 credits. Prerequisite: Department approval. Corequisite: BCH 4313. Laboratory or literature investigations of problems of current interest in the medical sciences. May be repeated.

Enrollment for the following courses is restricted to students accepted in the Basic Biological and Medical Sciences Program:

BMS 4010 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
3 credits. Selected in-depth special topics in the preclinical basic sciences and their application to clinical problems.

BMS 4011 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
3 credits. Continuation of BMS 4010.

BMS 4012 CELL BIOLOGY SEMINAR
4 credits. Cellular functions in health and disease. The structure and molecular biology of the mammalian cells are stressed including such things as virus-cell interactions, inborn errors of metabolism and bacterial growth. Identical to PCB 4930.

BMS 4013 INTRODUCTION TO MEDICAL SCIENCES SEMINAR III
3 credits. Continuation of BMS 4010.

INDEPENDENT INTERDISCIPLINARY-MAJOR IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students matriculating in the College of Liberal Arts and Sciences who desire an undergraduate emphasis in biochemistry and molecular biology, should consider the Independent Interdisciplinary Major Program. The program is designed for students who wish to pursue either graduate research in biochemistry and related medical sciences, or with a strong interest in academic medicine. An independent interdisciplinary major in biochemistry may be arranged through the Department of Biochemistry and Molecular Biology and submitted for approval by the Committee of Interdisciplinary Studies of the College of Liberal Arts and Sciences. Program applicants must have a strong background in chemistry and biology courses.

The advanced level course work required includes BCH 4024, two semesters of BCH 4905 Biochemistry Senior Research and submission of senior thesis. The latter provides an opportunity for an exceptionally well-qualified student to participate with a particular faculty member on an individualized research program in the faculty member's research laboratory. Enrollment in BCH 4024 is a suggested prerequisite for submission of a proposed independent interdisciplinary major in biochemistry to the College of Liberal Arts and Sciences and for enrollment in BCH 4905. Electives include advanced undergraduate offerings of the Departments of Botany, Chemistry, Computer Sciences, Microbiology and Cell Science, Neuroscience and Zoology.

Application should be made during the sophomore year to enter the program during the junior year to the Department of Biochemistry and Molecular Biology.

FACULTY

ANATOMY & CELL BIOLOGY

* ARIS, JOHN P., Ph.D (Stanford Univ.)
Assistant Professor
* BENNETT, GUDRUN S., Ph.D. (Rockefeller Univ.)
Research Professor
* DUNN, WILLIAM A., JR., Ph.D. (Pennsylvania State U.)
Associate Professor
* FELDHERR, CARL M., Ph.D. (Univ. of Pennsylvania)
Professor
* HOLBROOK, KAREN A., Ph.D. (Univ. of Washington)
Professor
* HOLLINGER, THOMAS G., Ph.D. (Purdue University)
Associate Professor
* LARKIN, LYNN H., Ph.D. (Univ. of Colorado)
Professor
* LINSER, PAUL J., Ph.D. (Univ. of Cincinnati)
Associate Professor
* PADDY, MICHAEL R., Ph.D. (Univ. of Oregon)
Assistant Professor
PAWLINA, WOJCIECH, M.D.
(Nicolaus Copernicus Medical Academy)
Assistant Scientist
* RAREY, KYLE E., Ph.D. (Indiana University)
Associate Professor
* ROMRELL, LYNN J., Ph.D. (Utah State University)
Professor and Associate Dean for Education
* ROSS, MICHAEL H., Ph.D. (New York University)
Professor and Chairman
* SELMAN, KELLY, Ph.D. (Harvard University)
Associate Professor
* WALLACE, ROBIN A., Ph.D. (Columbia University)
Professor
* WEST, CHRISTOPHER M., Ph.D. (Calif. Inst. of Tech.)
Associate Professor

ANESTHESIOLOGY

ANDERSEN, THORKILD W., M.D. (Univ. of Copenhagen)
Professor Emeritus
BANNER, MICHAEL J., Ph.D. (Univ. of Florida)
Assistant Professor and Assistant Professor of Physiology
BERGER, JERRY J., M.D. (Duke University)
Associate Professor
BERMAN, LAWRENCE S., M.D. (Jefferson Medical Col.)
Associate Professor and Associate Professor of Pediatrics
BINGHAM, H. LOCKE, M.D. (Univ. of Florida)
Clinical Assistant Professor/UFHSCJ
BJORAKER, DAVID G., M.D. (Univ. of Minnesota)
Associate Professor
BLACK, SUSAN, M.D. (University of Alabama)
Associate Professor
* BLOCK, A. JAY, M.D. (Johns Hopkins)
Professor and Professor & Chief of Pulmonary Medicine
* BOYSEN, PHILIP G., M.D. (Loyola-Stritch)
Professor and Chief Anesthesiology Services/VAMC
and Professor of Pulmonary Medicine
* CATON, DONALD, M.D. (Columbia Univ.)
Professor and Chief, Obstetric Anesthesiology and
Professor of Obstetrics and Gynecology
COHEN, JERRY A., M.D. (Univ. of Miami)
Associate Professor
CUCCHIARA, ROY F., M.D. (Louisiana State Univ.)
Professor and Chairman
DAVIES, LAURIE K., M.D. (University of Florida)
Associate Professor and Chief, Cardiothoracic
Anesthesiology
DAVIS, D. SCOTT, M.D. (Univ. of Texas Southwestern)
Clinical Assistant Professor/UFHSCJ
DENNIS, DONN M., M.D. (Univ. of Michigan)
Assistant Professor
DE PADUA, CONSTANTE B., M.D. (Univ. of Philippines)
Associate Professor
DE SOTO, HERNANDO, M.D. (Univ. Nacional
Pedro H. Urena)
Clinical Assistant Professor/UFHSCJ
DIXON, CHERYL L., M.D. (Medical College of Ohio)
Assistant Professor
ENNEKING, F. KAYSER, M. D. (Univ. of Florida)
Assistant Professor
GALLAGHER, THOMAS J., M.D. (Univ. of Kentucky)
Professor and Chief, Critical Care Medicine and
Professor of Surgery
GARCIA, LORENZO M., M.D.
(Univ. of Santo Tomas. Philippines)
Clinical Assistant Professor/UFHSCJ
GIBBY, GORDON L., M.D. (Emory Univ.)
Associate Professor & Associate Professor of Medicine
GOOD, MICHAEL L., M.D. (Univ. of Michigan)
Associate Professor
GOODWIN, SALVATORE R., M.D. (Univ. of Kentucky)
Associate Professor and
Associate Professor of Pediatrics
GRAVENSTEIN, JOACHIM S., M.D. (Harvard University)
Graduate Research Professor
GRAVENSTEIN, NIKOLAUS, M.D. (Univ. of Florida)
Professor and Executive Associate Chairman and
Professor of Neurosurgery
GRAVES, SHIRLEY A., M.D. (Univ of Miami)
Professor and Chief, Pediatric Anesthesiology and
Professor of Pediatrics
GRUNDY, BETTY L., M.D. (University of Florida)
Professor and Professor of Pharmaceutics

* Members of the Graduate Faculty

F
FREEZE
LIVE

GUYTON, THOMAS S., M.D. (Harvard University)
Assistant Professor
JAMES, CHRISTOPHER F., M.D. (Univ. of Maryland)
Associate Professor
JAMES, PEGGY B., M.D. (University of Florida)
Clinical Assistant Professor
KANDEL, ARIE, M.D. (Univ. of South Carolina)
Clinical Assistant Professor/UFHSCJ
KIRBY, ROBERT R., M.D.
(Univ. of California-San Francisco)
Professor
KLEIN, ALAN S., M.D. (Duke University)
Clinical Assistant Professor and
Clinical Assistant Professor of Pediatrics
KOSKA, A. JAY, III, M.D., Ph.D (Univ of Texas)
Assistant Professor & Assistant Professor of Pediatrics
KRISCHER, JEFFREY P., Ph.D. (Harvard University)
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and Chief, Epidemiology and Biostatistics
LAMPOTANG, SAMSUN, Ph.D. (Univ. of Florida)
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Professor of Mechanical Engineering
LANGEVIN, PAUL B., M.D. (University of Missouri)
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LOBATO, EMILIO B., M.D.
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MELIO, FLORENCE A., M.D. (University of Virginia)
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MELKER, RICHARD J., M.D., Ph.D.
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MITCHELL, HELEN, M.D.
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MODELL, JEROME H., M.D. (Univ. of Minnesota)
Professor and Senior Associate Dean for Clinical
Affairs and Associate Vice President for UF Health
Science Center Affiliations
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MURPHY, MAHIN R., M.D. (National Univ. of Iran)
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PATEL, JYOTI, M.D. (Rutgers University)
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PERKINS, HAVEN M., M.D. (University of Louisville)
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REDFERN, ROBERT E., M.D. (Medical College of Georgia)
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SHAH, NAYANTARA S., M.D. (Grant Med. Col.-Bombay)
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SIDI, AVNER, M.D. (Hadassah Hebrew University)
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and Associate Professor of Dental Education/UFHSCJ
SPENGEMAN, BARBARANN M., M.D.
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STOLTZFUS, DANIEL P., M.D. (Univ. of Texas/Houston)
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Assistant Professor
UTTERBACK, DAVID B., M.D. (Univ of Illinois)
Assistant Professor
VAN DER AA, JOHANNES J., Ph.D. (Eindhoven Univ.)
Assistant Professor
VAN MEURS, WILLEM L., Ph.D. (Paul Sabatier Univ.)
Assistant Scientist
WEBB, ALISTAIR I., B.V.Sc., Ph.D. (Univ. Bristol)
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WHITE, SNO E., M.D. (Jefferson Medical College)
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BIOCHEMISTRY AND MOLECULAR BIOLOGY

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ALLISON, R. DONALD, II, Ph.D.
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* CAIN, BRIAN D., Ph.D. (Univ. of Illinois)
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* CHUN, PAUL W., Ph.D. (University of Missouri)
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* COHEN, ROBERT J., Ph.D. (Yale University)
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* DENSLOW, NANCY D., Ph.D. (University of Florida)
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* MAREC1, THOMAS H., Ph.D. (Oxford University)
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* McGUIRE, PETER M., Ph.D. (Univ. of North Carolina)
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* NICK, HARRY S., Ph.D. (University of Pennsylvania)
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* O'BRIEN, THOMAS W., Ph.D. (Marquette University)
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* PURICH, DANIEL L., Ph.D. (Iowa State University)
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* SCHUSTER, SHELDON M., Ph.D. (Univ. of Arizona)
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* YANG, THOMAS P., Ph.D. (Univ. of Calif., Irvine)
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COMMUNITY HEALTH AND FAMILY MEDICINE

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BAILEY, DAVID W., M.D. (McGill University)
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BOBROW, ELIAS N., M.D. (Univ. of Buenos Aires)
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COLLANTE, ERLINDA Y., M.D. (Far Eastern
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De HAVEN, MARK J., Ph.D. (Univ. of Florida)
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DOFF, SIMON D., M.D. (State Univ. of New York)
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DOUGLAS, HERSCHEL L., M.D. (Univ. of Oklahoma)
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DUERSON, MARGARET, Ph.D. (University of Florida)
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FELLER, DAVID B., M.D. (Univ. of Florida)
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GROOMS, ANN M., M.D. (Univ. of Tennessee)
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MURPHREE, DUAINE D., M.D. (Univ. of South Alabama)
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PERCHALSKI, JOHN E., M.D. (University of Florida)
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PETERSON, FREDERICK C., M.D. (Univ of South Florida)
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RATHE, RICHARD J., M.D. (University of Minnesota)
Assistant Professor
REEDER, HAROLD B., M.D. (Univ. of Tennessee)
Clinical Assistant Professor/UFHSCJ
ROBINSON, JAMES D., PHARM. D. (Univ. of Cincinnati)
Professor of Pharmacy and Professor of Community Health and Family Medicine
ROOKS, LARRY G., M.D. (University of Florida)
Clinical Assistant Professor
ROMANO, GENO V., M.D. (Marshall Univ.)
Assistant Professor
RUSH, JOSEPH M., M.D. (Univ. of Miami)
Assistant Professor
SCHMIDT, SIEGFRIED O.F., M.D.(Univ. of Cologne, Germany)
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SILVERSTEIN, JANET H., M.D. (Univ. of Pennsylvania)
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SOLOMON, WILLIAM C., JR., M.D. (Univ. of South Alabama)
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STEWART, ERIC B., M.D. (University of Iowa)
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WILSON, GEORGE., III, M.D. (Univ. of Mississippi)
Clinical Assistant Professor & Program Director/UFHSCJ
WRIGHT, BEVERLY VIDAURRETA, Ph.D. (Southern Illinois University/Carbondate)
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IMMUNOLOGY AND MEDICAL MICROBIOLOGY

* BAKER, HENRY V., II, Ph.D. (University of Maryland)
Associate Professor
* CONDIT, RICHARD C., Ph.D. (Yale University)
Professor
* CRANDALL, RICHARD B., Ph.D. (Purdue University)
Professor
* DUCKWORTH, DONNA H., Ph.D. (Johns Hopkins)
Professor
* FLANEGAN, JAMES B., Ph.D. (Univ. of Michigan)
Professor
GIFFORD , GEORGE E., Ph.D. (Univ. of Minnesota)
Professor Emeritus
* GULIG, PAUL A, Ph.D. (University of Texas)
Associate Professor
* HAUSWIRTH, WILLIAM W., Ph.D. (Oregon State Univ.)
Professor and Professor and
Eminent Scholar, Ophthalmology
HORIKAMI, SANDRA M., Ph.D. (Vanderbilt Univ.)
Assistant Scientist
* LEWIN, ALFRED S., Ph.D. (University of Chicago)
Professor
* MOYER, RICHARD W., Ph.D. (Univ. of California -Los Angeles)
Professor and Chairman
* MOYER, SUE A., Ph.D. (Columbia University)
Professor and Professor of Pediatrics
* SMALL, PARKER A., JR., M.D. (Univ. of Cincinnati)
Professor and Professor of Pediatrics
* SWANSON, MAURICE S., Ph.D. (Univ. of California)
Assistant Professor
TURNER, PETER C., Ph.D. (Cambridge Univ.)
Research Assistant Professor
* YOUNG, D. MICHAEL, M.D. (Duke University)
Professor

MEDICINE

Medicine and Community Programs

COWARD, RAYMOND T., Ph.D. (Purdue University)
Professor and Associate Director,
Center for Health Policy Research

FOSTER, MALCOLM T., M.D. (Bowman Gray)
Professor and Chief and Associate Chairman for Jacksonville Programs/UFHSCJ

* McGUIGAN, JAMES E., M.D. (St. Louis University)
Professor and Chairman, Department of Medicine and Professor of Immunology and Medical Microbiology

MILLER, MICHAEL K., Ph.D. (Penn State Univ.)
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* MORELAND, ALVIN F., D.V.M. (Univ. of Georgia)
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* STEIN, GERALD H., M.D. (Univ. of Pennsylvania)
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ZEBOOKER, PATRICIA, M.D. (Temple University)
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Allergy, Rheumatology and Clinical Immunology

CORMAN, LOURDES C., M.D. (Women's Medical College of Penn.)
Associate Professor

EDWARDS, N. LAWRENCE, M.D. (Univ. of Miami)
Associate Professor

SCHIFFENBAUER, JOEL L., M.D. (Albert Einstein College)
Associate Professor

SOBEL, ERIC, M.D. (Case Western Reserve Univ.)
Assistant Professor

STAUD, ROLAND, M.D. (Freie Universitat Berlin)
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STEIN, GERALD H., M.D. (Univ. of Penn.)
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WILLIAMS, RALPH C., JR., M.D. (Cornell Univ.)
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Cardiology

BASS, THEODORE, M.D. (Brown University)
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BERTOLET, BARRY, M.D. (University of Mississippi)
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EL-TAMIMI, HASSAN, M.D. (Al-Azhar University)
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FERRIS, GEORGE, M.D. (Medical College of Georgia)
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HILL, JAMES A., M.D. (University of Maryland)
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PEPINE, CARL J., M.D. (New Jersey Medical School)
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TAYLOR, W. JAPE, M.D. (Harvard University)
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WARGOVICH, THOMAS J. (West Virginia Univ.)
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ARIET, MARIO, Ph.D. (University of Florida)
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Endocrinology and Metabolism

EDWARDS, CATHERINE, M.D. (Univ. of Michigan)
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Hematology

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NOYES, WARD D., M.D. (University of Rochester)
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Infectious Diseases

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Nephrology

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MARS, DONALD R., M.D. (University of Miami)
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Associate Professor
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MOREB, JAN S., M.D. (Hadassah-Hebrew University Medical School, Israel)
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ZUCALI, JAMES R., Ph.D. (New York Univ.)
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Physicians Assistant Program

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Associate Professor and Program Director
CURREY, CHARLES J., M.H.A. (University of Health Sciences/The Chicago Med. School)
Assistant Professor
EVANS, HARVEY, PA, M.S. (Trinity University)
Visiting Assistant Professor
RAGAN, PATRICIA D., M.P.H. (Univ. of S. Carolina)
Clinical Assistant Professor
SCHWARTZ, DANIEL, PA, M.H.S.E., (University of Florida)
Clinical Assistant Professor

Pulmonary Medicine

BLOCK, A., JAY, M.D. (Johns Hopkins)
Professor and Chief and Professor of Anesthesiology
BLOCK, EDWARD R., M.D. (Johns Hopkins)
Professor of Medicine and Associate Chief of Staff for Research/VAMC
CICALE, MICHAEL J., M.D. (Georgetown University)
Associate Professor
CURY, JAMES DAVIS, M.D. (University of Miami)
Assistant Professor/UFHSCJ
GONZALEZ-ROTHI, RICARDO J., M.D.
(New York Univ.)
Associate Professor
HARMAN, ELOISE M., M.D. (Johns Hopkins)
Professor
HARRIS, J. OCIE, M.D. (University of Mississippi)
Professor and Chief/VAMC; Associate Dean for Community Based Programs
PATEL, JAWAHARLAL M., Ph.D. (Marathawanda Univ.)
Associate Scientist
RYERSON, EUGENE G., M.D. (New Jersey Medical School)
Professor
SPEVETZ, ANTOINETTE, M.D. (Hahnemann Univ.)
Assistant Professor/UFHSCJ

NEUROLOGICAL SURGERY

ARCE, CARLOS A., M.D. (Cayetano Heredia Univ., Peru)
Assistant Professor/UFHSCJ
DAY, ARTHUR L., M.D. (Louisiana State University)
Eminent Scholar
FAILLACE, WALTER, M.D. (Univ. di Roma)
Assistant Professor/UFHSCJ
FESSLER, RICHARD G., M.D. (University of Chicago)
Associate Professor of Neurological Surgery & Neuroscience
FRIEDMAN, WILLIAM A., M.D. (Ohio Sate Univ.)
Professor and Professor, Neuroscience
JACOB, R. PATRICK, M.D. (University of Florida)
Assistant Professor of Neurological Surgery and Chief, VAMC
MICKLE, J. PARKER, M.D. (Vanderbilt University)
Professor and Professor, Pediatrics
NGUYEN, TAI QUYEN, M.D. (University of Saigon)
Associate Professor and Associate Chairman/UFHSCJ
REIER, PAUL J., Ph.D. (Case Western Reserve)
Eminent Scholar and Professor of Neuroscience
RHOTON, ALBERT L., JR., M.D. (Washington Univ.)
R.D. Keene Family Professor and Chairman
RITZ, LOUIS A., Ph.D. (University of Florida)
Assistant Professor and
Assistant Professor of Neuroscience
ROPER, STEVEN N., M.D. (Univ. of Texas Medical Branch, Galveston)
Assistant Professor of Neurological Surgery

NEUROLOGY

BAUER, RUSSELL, Ph.D. (Pennsylvania State Univ.)
Associate Professor and Associate Professor of Clinical Psychology
BOWERS, DAWN, Ph.D. (University of Florida)
Associate Professor and
Associate Professor of Clinical Psychology
CROSSON, BRUCE A., Ph.D. (Texas Tech Univ.)
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Associate Professor of Clinical Psychology
DESHMUKH, VINOD D., M.D. (India)
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DOTY, LEILANI, Ph.D. (University of Florida)
Associate Scientist
FENNELL, EILEEN M., Ph.D. (University of Florida)
Associate Professor and Associate Professor of Clinical Psychology
GILMORE, ROBIN L. (Ohio State Univ.)
Associate Professor of Neurology and Pediatrics
GONZALEZ-ROTHI, LESLIE, Ph.D. (Univ. of Florida)
Courtesy Associate Professor of Neurology
GREER, MELVIN, M.D. (New York Univer.)
Professor and Chairman of Neurology and Professor of Pediatrics
GUY, JOHN, M.D. (University of Miami)
Associate Professor and Associate Professor of Ophthalmology
HAMMOND, EDWARD J., Ph.D. (Univ. of Florida)
Courtesy Assistant Professor
HEILMAN, KENNETH M., M.D. (Univ. of Virginia)
Professor and Director of Neurology, Professor of Clinical Psychology
LEGARDA, STELLA M., M.D. (Univ. of Sherbrooke)
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MARIA, BERNARD L., M.D. (Univ. of Sherbrooke)
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MUSELLA, LILLI, Ph.D. (McGill University)
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NADEAU, STEPHEN, M.D. (University of Florida)
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ROSS, JOHN J., M.D. (Harvard Medical School)
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RUSSO, LOUIS S., JR., M.D. (New York University)
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SCHMIDT, RICHARD P., M.D. (Univ. of Louisville)
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TRIGGS, WILLIAM J., M.D. (University of Florida)
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UTHMAN, BASIM M., M.D. (American Univ. of Behruit)
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VALENSTEIN, EDWARD, M.D. (Albert Einstein)
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WATSON, ROBERT T., M.D. (University of Florida)
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NEUROSCIENCE

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ANDERSON, DOUGLAS K., Ph.D. (Michigan State Univ.)
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ANDERSON, KEVIN J., Ph.D. (Univ. of Kentucky)
Assistant Professor of Neuroscience and
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* ANDERSON, PETER A.V., Ph.D. (University of Calif.-Santa Barbara)
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* BATTELLE, BARBARA-ANNE, Ph.D. (Syracuse)
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* BENNETT, GUDRUN S., Ph.D. (Rockefeller Univ.)
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BOVA, FRANK J., PH. D (Univ. of Florida)
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* COOPER, BRIAN Y., Ph.D. (University of Iowa)
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* DAWSON, WILLIAM W., Ph.D. (F.S.U.)
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Professor of Ophthalmology and Physiology
FESSLER, RICHARD G., M.D., Ph.D. (Univ. of Chicago)
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* FLANNERY, JOHN G., Ph.D. (Univ. of California/Santa Barbara)
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* FREUND, GERHARD, M.D. (J.W. Goethe University)
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* FRIEDMAN, WILLIAM A., M.D. (Ohio State Univ.)
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* HEATON, MARIETA B., Ph.D. (N.C. State University)
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* LUTTGE, WILLIAM G., Ph.D. (Univ. of Calif.-Irvine)
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* MacLENNAN, A., JOHN, Ph.D.
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* MAHAN, PARKER E., D.D.S., Ph.D.
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Eminent Scholar of Neuroscience and
Eminent Scholar of Basic Dental Sciences
* MARIA, BERNARD L., M.D. (Univ. of Sherbrooke)
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* NICHOLLS, ROBERT D., Ph.D. (University of Oxford)
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* SUMMERS, COLIN, Ph.D. (University of Southampton)
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* VICKROY, THOMAS W., Ph.D. (Univ. of Texas)
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* VLERCK, CHARLES J., JR., Ph.D. (Univ. of Florida)
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* WALKER, DON W., Ph.D. (Texas Christian University)
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OBSTETRICS AND GYNECOLOGY

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del VALLE, GERARDO O., M.D. (Univ. of Puerto Rico
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DUFF, W. PATRICK, M.D. (Georgetown University)
Professor
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GAUDIER, FRANCISCO L., M.D. (Ponce School of
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GELDER, MARK S., M.D. (Univ. of Virginia)
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HARDT, NANCY S., M.D. (Loyola/Stritch School of
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of Pathology
HILL, HUGH M., M.D. (Johns Hopkins)
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Alumni Affairs
ILLIONS, EDWARD H., M.D. (Jefferson Medical
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Professor
KIPERSZTOK, SIMON, M.D. (Tufts)
Assistant Professor
McLEAN, FREDERICK W., M.D. (Marquette Univ.)
Associate Professor
MAHAN, CHARLES S. JR., M.D. (Northwestern Univ.)
Professor
MARTIN, DAVID A., M.D. (Indiana University)
Assistant ProfessorMASTERSON, BYRON J., M.D. (Washington University)
Professor and Chairman
MORGAN, LINDA S., M.D. (Med. Col. of Pennsylvania)
Professor
NDUBISI, BONIFACE U., M.D. (Texas Tech)
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NUSS, ROBERT C., M.D. (Jefferson Medical College)
Professor and Division Chief /UFHSCJ
RICHARDS, DOUGLAS S., M.D. (University of Utah)
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RHOTON-VLASAK, ALICE S., M.D. (Univ. of Florida)
Assistant Professor
SANCHEZ-RAMOS, LUIS, M.D.,
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Associate Professor/UFHSCJ
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SCHULTZ, GREGORY S., Ph.D. (Oklahoma State Univ.)
Professor
SHIVERICK, KATHLEEN T., Ph.D. (Univ. of Vermont)
Affiliate Professor and Professor of Pharmacology
STALNAKER, BENJAMIN L., JR., M.D. (Univ. of Florida)
Professor and Associate Chairman
STONE, 1. KEITH, M.D. (University of Virginia)
Associate Professor
SWARTZ, DOUGLAS A., M.D. (Univ. of Texas/Houston)
Affiliate Associate Professor and
Associate Professor of Urology/UFHSCJ
THOMPSON, ROBERT J., M.D. (Wayne State Univ.)
Prof. and Associate Chairman
for Jacksonville Programs/UFHSCJ
WELLS, DAVID S, M.D. (Univ. of Texas Southwestern)
Assistant Professor/UFHSCJ
WILKINSON, EDWARD J., M.D. (Med. Col. of Wis.)
joint Professor and Professor of Pathology
WILLIAMS R. STAN, M.D. (Univ. of North Carolina)
Associate Professor

OPHTHALMOLOGY

ARENDT, ANATOL, Ph.D. (Technical Univ of Gdansk, Poland)
Associate Scientist
BETCHKAL, JANET A., M.D. (Rush University)
Clinical Assistant Prof. & Associate Chairman/UFHSCJ
DAWSON, WILLIAM W., Ph.D. (Florida State Univ.)
Professor
DOYLE, JAMES WILLIAM, M.D., Ph.D. (Univ. of Florida)
Assistant Professor
DRIEBE, WILLIAM T., JR., M.D. (Univ. of Virginia)
Associate Professor
FLANNERY, JOHN G., Ph.D. (U. of Cal. /Santa Barbara)
Assistant Professor
GUY, JOHN, M.D., (University of Miami)Associate Professor
HALPERN, JESSE 1., M.D. (State Univ. of New York)
Associate Professor/UFHSCJ
HAMED, LATIF M., M.D. (Indiana Univ. School of Med.)
Assistant Professor
* HARGRAVE, PAUL A., Ph.D. (Univ. of Minnesota)
Professor and Eminent Scholar
* HAUSWIRTH, WILLIAM W., Ph.D. (Oregon State Univ.)
Professor and Eminent Scholar
HOPE, G., MARION, Ph.D. (University of Florida)
Associate Scientist
LESSNER, ALAN M., M.D. (Albany Medical College)
Assistant Professor
McDOWELL, J., HUGH, Ph.D. (Florida State Univer.)
Associate Scientist
RUBIN, MELVIN L., M.D. (Univ. of Calif-San Francisco)
Eminent Scholar and Chairman
SHERWOOD, MARK B., M.D. (Manchester Univ., England)
Associate Professor
SMALL, KENT W., M.D. (Tulane University)
Assistant Professor
SMITH, MARY FRAN, M.D. (Northwestem University)
Assistant Professor
SMITH, WESLEY CLAY, Ph.D. (Yale University)
Assistant Scientist
STERN, GEORGE A., M.D. (U.C.L.A.)
Professor
TIMMERS, ADRIAN, Ph.D. (Univ. of Nymegen)
Assistant Scientist

ORTHOPAEDICS

CHIDGEY, LARRY K., M.D. (Univ. of South Florida)
Associate Professor
DELL, PAUL C., M.D. (University of Florida)
Professor
ENNEKING, WILLIAM F., M.D. (Univ. of Wisconsin)
Distinguished Service Professor Emeritus

GEAREN, PETER F., M.D. (Loyola-Stritch Med. School)
Associate Professor and Assistant Dean for Clinical Affairs
INDELICATO, PETER A., M.D. (N.Y. Medical College)
Professor
KALEN, VICKI, M.D. (Temple Univ.)
Associate Professor
KOPACH, KATHLEEN, M.D. (Penn. State Univ.)
Assistant Professor/UFHSCJ
MACMILLAN, MICHAEL, M.D. (Univ. of North Carolina)
Associate Professor
MEISTER, KEITH, M.D. (Boston University)
Assistant Professor
MILLER, GARY J., Ph.D. (University of Florida)
Associate Professor/Bioengineering
MYERS, SCOTT L., M.D. (University of Iowa)
Assistant ProfessorNELSON, THOMAS E., M.D. (Univ. of Minnesota)
Assistant Professor
PERRY, JAMES M., M.D. (University of Florida)
Assistant Professor and Interim Associate Chairman/ UFHSCJ
PETTY, R. WILLIAM, M.D. (University of Arkansas)
Professor and Chairman
SCARBOROUGH, MARK T., M.D. (Univ. of Florida)
Assistant Professor
SPANIER, SUZANNE S., M.D. (University of Florida)
Associate Professor
STRATES, BASIL S., M.D. (Univ. of Thessaloniki)
Research Professor
VANDERGRIEND, ROBERT A., M.D. (Univ. of Florida)
Associate Professor
WRIGHT, THOMAS W., jr., M.D. (Univ. of Florida)
Assistant Professor

OTOLARYNGOLOGY

BROWNLEE, RICHARD JR., M.D. (Univ. of N. Carolina)
Assistant Professor
* CASSISI, NICHOLAS J., D.D.S., M.D. (Univ. of Miami)
Professor and Chairman
Professor of Oral Surgery and Dentistry
DIMITROV, EVA A., M.D. (Univ. of Colorado)
Assistant Professor
ISAACS, JOHN, JR., M.D. (Abraham Lincoln School of Med.)
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KNOX, GLENN W., M.D. (Rutgers)
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MIDDLEBROOKS, JOHN C., Ph.D. (Univ. of Califomia)
Associate Professor of Otolaryngology and Neuroscience
* SINGLETON, GEORGE T., M.D. (Baylor University)
Professor
STRINGER, SCOTT P., M.D. (Univ. of Southwestern Texas)
Associate Professor

PATHOLOGY AND LABORATORY MEDICINE

* ATKINSON, MARK A., Ph.D. (Univ. of Florida)
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* BAER, HERMAN, M.D. (University of Basel, Switzerland)
Director of Clinical Microbiology; Director of Autopsy and Professor of Pathology and Immunology and Medical Microbiology
BERTHOLF, MARSHA G., M.D. (Univ. of North Carolina)
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* BERTHOLF, ROGER L., M.D. (Univ. of Virginia)
Associate Professor
* BRAYLAN, RAUL C., M.D. (Buenos Aries Medical School)
Professor and Director of Flow Cytometry Core Laboratory and Hemapathology
CLAPP, WILLIAM L., M.D. (University of Tennessee)
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* CRANDALL, CATHERINE A., Ph.D. (Purdue Univer.)
Professor Emeritus
* CROKER, BYRON P., JR., M.D., Ph.D. (Duke Univer.)
Professor and Chief of Laboratory Services/ VAMC
* DONNELLY, WILLIAM H., JR., M.D. (Univ. of Ottawa)
Professor and Professor of Pediatrics
DREW, PETER A., M.D. (Easter Virginia Medical School)
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ESKIN, THOMAS A., M.D. (University of Michigan)
Professor and Chief of Neuropathology
* GOODENOW, MAUREEN M., Ph.D. (Albert Einstein College)
Assistant Professor
GRAMS, RALPH R., M.D. (University of Minne sota)
Professor
HACKETT, RAYMOND L., M.D. (Univ. of Vermont)
Professor; Associate Chairman and Director of Administration and Education
HARBISON, RAYMOND D., M.S., Ph.D., (Univ. of Iowa)
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HARDT, NANCY S., M.D. (Loyola U. Stritch Sch. of Med.)
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HARDY, NED M., M.D. (University of Florida)
Associate Professor/UFHSCJ
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JENKINS, STEPHEN G., Ph.D. (University of Vermont)
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* JONG, SONGMUH J., Ph.D., (Rockefeller Univ.)
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* KAO, KUO-JANG, M.D., Ph.D.
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* KHAN, SAEEDUR R., Ph.D. (Univ. of Florida)
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KITCHENS, CRAIG, M.D. (University of Florida)
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* KLEIN, PAUL A., Ph.D. (University of Florida)
Professor and Director of Hybridoma Core Laboratory
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MONTEIRO, CARMELA, M.D. (Univ. do Estado da Guanabara)
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Professor and Chief of Cardiac Pathology
PECK, AMMON B., Ph.D. (University of Wisconsin)
Professor and Director of Pathobiology
PIERSON, K. KENDALL, M.D. (New York University)
Prof. and Assoc. Chairman; Chief of Anatomical Pathology
* POTTS, WAYNE K., Ph.D. (Univ. of Washington)
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* RAND, KENNETH H., M.D. (Stanford University)
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* SHE, JIN-XIONG, Ph.D. (Academie De Montpelier)
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* SMITH, LINDA J., Ph.D. (University of Texas-Austin)
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* SMITH, RICHARD T., M.D. (Tulane University)
Professor
SONG, YAO HUA, Ph.D. (Uppsala Univ., Sweden)
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* TUNG, YAO-TSUNG (FRANK), Ph.D. (Univ. of Tennessee)
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* WILKINSON, EDWARD J., M.D. (Marquette Univer.)
Professor
* WINTER, WILLIAM E., M.D. (Loyola University)
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PEDIATRICS

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Professor
DUMONT-DRISCOLL, MARILYN C., M.D., Ph.D. (Albany Medical College)
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SHENKMAN, ELIZABETH, Ph.D. (Univ. of Florida)
Assistant Professor
REISS, JOHN G., Ph.D (University of Florida)
Assistant Professor
WEBER, F. THOMAS, M.D. (University of Cincinnati)
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Cardiology

BAYNE, EDWARD J., M.D. (Med. College of Virginia)
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EPSTEIN, MICHAEL, M.D. (Univ. of Texas-Galveston)
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FONTENOT, EUDICE, M.D. (Louisiana State Univ.)
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GESSNER, IRA H., M.D. (University of Vermont)
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Critical Care

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Endocrinology

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SCHATZ, DESMOND A. (Univ. of Witwatersrand)
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CANTOR, ALAN B., Ph.D. (Univ. of South Carolina)
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* KEM, WILLIAM R., Ph.D. (University of Illinois)
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* MAREN, THOMAS H., M.D. (Johns Hopkins)
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* MEYER, EDWIN M., Ph.D. (Massachusetts Inst. of Tech.)
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* MUTHER, THOMAS F., Ph.D. (Leeds University)
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* PAPKE, ROGER L., Ph.D. (Cornell University)
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* ROWE, THOMAS C., Ph.D. (University of Florida)
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* SCARPACE, NIHAL T., Ph.D. (Hacettepe Univ., Turkey)
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* SCARPACE, PHILIP J., Ph.D. (Univ. of Rochester)
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* SHIVERICK, KATHLEEN T., Ph.D. (Univ. of Vermont)
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* SILVERMAN, DAVID N., Ph.D. Columbia University)
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PHYSIOLOGY

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* KALRA, PUSHPA S., Ph.D. (University of Delhi)
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* POSNER, PHILIP, Ph.D. (SUNY-Downstate) Professor
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* STAINSBY, WENDELL N., Sc.D. (Johns Hopkins Univ.)
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LENOX, ROBERT H., M.D. (University of Vermont)
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Professor Emeritus
WILLIAMS, JONATHAN L., M.D. (Thomas Jefferson)
Professor and Chief Pediatric Radiology and Associate Chairman
WYNN, GREGORY C., M.D. (Univ. of South Florida)
Clinical Assistant Professor/UFHSCJ

SURGERY

Emergency Medicine

AUGENSTEIN, LYNN, M.D. (Ohio State Univ.)
Associate Professor/UFHSCJ
DIXON, E. HOWARD, 111, M.D. (Univ. of Georgia)
Assistant Professor of Surgery/UFHSCJ
FUERST, RONNIE S., M.D. (Tulane Univ.)
Assistant Professor
HARWOOD-NUSS, ANN L., M.D. (University of Iowa)
Professor/UFHSCJ
HOOD, MARGARET E., M.D. (Univ. of Florida)
Clinical Assistant Professor
IDRIS, AHAMED H., M.D. (Rush Medical College)
Assistant Professor
JAGODA, ANDY S., M.D. (Georgetown Universtiy)
Clinical Assistant Professor of Surgery/UFHSCJ
Ll, SERGIO, M.D. (University of Miami)
Assistant Professor/UFHSCJ
LIGHT, JENNIFER K., M.D. (Univ. of Tenn.)
Assistant Professor
LUTEN, ROBERT C., M.D. (University of Barcelona)
Professor/UFHSCJ
MACMATH, TERRY, M.D. (SUNY-Upstate)
Clinical Associate Professor/UFHSCJ
McPHERSON, JOHN R., M.D. (University of Pittsburg)
Clinical Instructor of Surgery/UFHSCJMELKER,
RICHARD J., M.D., Ph.D. (Albert Einstein)
Associate Professor
MEURER, DAVID A., M.D. (University of Florida)
Clinical Assistant Professor
ORBAN, DAVID J., M.D. (St. Louis University)
Associate Professor and Chief
PETERS, CARL W., M.D. (University of Florida)
Clinical Assistant Professor
RODENBERG, HOWARD D., M.D. (Univ. of Missouri)
Assistant Professor
SHEPHERD, SUZANNE M., M.D. (Georgetown Univ.)
Associate Professor of Surgery/UFHSCJ
STENKLYFT, PHYLLIS, M.D. (Louisiana State Univ.)
Assistant Professor/UFHSCJ
VUKICH, DAVID J., M.D. (University of Colorado)
Associate Professor and Division Chief /UFHSCJ
WEARS, ROBERT L. (Johns Hopkins)
Associate Professor/UFHSCJ

General Surgery

COPELAND, EDWARD M., III, M.D. (Cornell Univ.)
The Edward R. Woodward Professor and Chairman
DENNIS, JAMES, M.D. (Indiana Univ.)
Associate Professor/UFHSCJ
FALLON, WILLIAM F. JR., (Univ. of Massachusetts)
Associate Professor/UFHSCJ
FLYNN, TIMOTHY C., M.D. (Baylor University)
Associate Professor/VAMC, Chief of Surgery/VAMC
FRYKBERG, ERIC R., M.D. (Med. College of Virginia)
Associate Professor/UFHSCJ
HARWARD, TIMOTHY RS., M.D. (Duke University)
Assistant Professor
HOCKING, MICHAEL P., M.D. (Univ. of Michigan)
Associate Professor/VAMC
HOWARD, RICHARD J., M.D., Ph.D. (Yale University)
Professor
IMAMI, EMRAN, M.D. (Universtiy of Florida)
Instructor of Surgery/UFHSCJ
LIND, DAVID S., M.D. (Eastern V. Medical School)
Assistant Professor
MARTIN, MARCEL, M.D. (University of Montreal)
Visiting Associate Professor/UFHSCJ
PFAFF, WILLIAM W., M.D. (Buffalo University)
Professor and Director, Transplantation Program
ROUT, W. ROBERT, M.D. (University of Louisville)
Associate Professor
SEEGER, JAMES M., M.D. (Medical College of Georgia)
Professor/VAMC
VAUTHEY, JEAN-NICOLAS, M.D., Ph.D. (Lausanne
Univ. Medical School)
Assistant Professor
VINSANT, GEORGE O., M.D. (Univ. of Tennessee)
Assistant Professor/UFHSCJ
VOGEL, STEPHEN B., M.D. (University of Florida)
Professor
WOODWARD, EDWARD R., M.D. (Univ. of Chicago)
Professor Emeritus

Pediatric Surgery

KAYS, DAVID W., M.D. (Northwestern V. Medical
School)
Assistant Professor
LANGHAM, MAX, JR., M.D. (Johns Hopkins Sch. of
Medicine)
Assistant Professor
LEDBETTER, DANIEL J., M.D. (University of Florida)
Assistant Professor
MOLLITT, DANIEL L., M.D. (St. Louis University)
Professor/UFHSCJ and Associate Professor of
Pediatrics/UFHSCJ
TALBERT, JAMES L., M.D. (Vanderbilt)
Professor and Chief and Professor of Pediatrics
TEPAS, JOSEPH J., III, M.D. (Georgetown University)
Professor and Interim Assoicate Chairman/UFHSCJ
and Professor of Pediatrics/UFHSCJ

Plastic and Reconstructive Surgery

BINGHAM, HAL G., M.D. (University of Kansas)
Professor and Chief
CAFFEE, H. HOLLIS, M.D. (University of Florida)
Professor and Chief /VAMC
GLASSMAN, RICHARD D., M.D.
(Universidad de Michacan, Morelia Mexico)
Associate Professor/UFHSCJ

PHILLIPS, JAMES W, M.D. (Univ. of Louisville)
Assistant Professor/UFHSCJ
SEAGLE, MICHAEL B., M.D. (Vanderbilt University)
Assistant Professor YU, LEONARD T., M.D.
(College of Phys. & Surgs., Columbia Univ.)
Assistant Professor

Thoracic and Cardiovascular Surgery

ALEXANDER, JAMES A., M.D. (Duke University)
Professor and Chief and Professor of Pediatrics
CEITHAML, ERIC L., M.D. (Case Western Reserve)
Associate Professor and Chief /UFHSCJ
GREENE, MICHAEL A., M.D. (Univ. of Missouri)
Assistant Professor
KNAUF, DANIEL G., M.D. (Northwestern University)
Associate Professor
MARTIN, TOMAS D., M.D. (Univ. of Texas)Associate Professor/VAMC, Chief of Surgery
PETERSON, RICHARD J., M.D. (May Medical School)
Assistant Professor/UFHSCJ
STAPLES, EDWARD D., M.D. (Univ. of South Florida)
Assistant Professor
VONTZ, FREDERICK, M.D. (Med. Acad., Dusseldorf, Ger.)
Clinical Assistant Professor/UFHSCJ

Urology

ALLEN, REGINALD A., M.D. (Univ of Wisconsin)
Assistant Professor/UFHSCJ
COHEN, MARC S., M.D. (Univ. of Texas)
Associate Professor
DRYLIE, DAVID M., M.D. (Bowman Gray)
Professor and Chief
EPSTEIN HOWARD B., M.D. (Univ. of Florida)
Associate Professor
NEWMAN, ROBERT C., M.D. (Oklahoma University)
Associate Professor
SWARTZ, DOUGLAS A., M.D. (University of Texas)
Associate Professor and Chief/ UFHSCJ
WAJSMAN, LEW, M.D. (Hadassah Medical School)
Professor
WALKER, R., DIXON, 111, M.D. (University of Miami)
Professor of Surgery and Pediatrics

Courtesy Faculty

ANATOMY AND CELL BIOLOGY

LAWLESS, JOHN J., M.D., Ph.D. (Univ. of Chicago)
Professor
SHIRK, PAUL D, Ph.D. (Texas A & M University)
Associate Professor

ANESTHESIOLOGY

ANDERSON, MARK D., M.D. (Darthmouth)
Clinical Assistant Professor/Orlando
ANDREWS, THOMAS W., M.D. (Univ. of Illinois)
Clinical Assistant Professor/Orlando
ANGERT, KEVIN C., M.D. (Northeastern Ohio Univ.)
Clinical Assistant Professor/Orlando
ARCARIO, THOMAS J., M.D. (Univ of Rochester)
Clinical Assistant Professor/Orlando
BENEKEN, JAN E. W., Ph.D.
(State Univ., Utrecht, Holland)
Professor
BLACKSHEAR, ROBERT H., M.D. (Univ. of Florida)
Clinical Assistant Professor/Sandy, Utah
BRESSON, VICTOR L., M.D. (Univ. of Minnesota)
Clinical Assistant Professor/Orlando
CARLSEN, JAMES, M.D. (Wright State Univ.)
Clinical Assistant Professor/Orlando
CHAPMAN, ROY L., JR., M.D. (Univ. of Tennessee)
Clinical Assistant Professor/Gainesville
CHEN, AVIS, SHIRLEY, M.D. (Univ. of Florida)
Clinical Assistant Professor/Nemours/Jacksonville
COONS, TIMOTHY J., A.S. (Erie Community College)
Assistant in Anesthesiology/Gainesville
DAVIES, DOUGLAS J., M.D. (Univ. of Florida)
Clinical Assistant Professor/Ocala
DAVIS, STEPHEN B., M.D. (Univ of Nebraska)
Clinical Assistant Professor/Orlando
DENISCO, RICHARD A., M.D. (Univ. of Florida)
Clinical Assistant Professor/Winter Park
DESAUTELS, DAVID A., M.P.A. (Nova University)
Assistant in Anesthesiology/Gainesville
DOBSON, CHRISTOPHER E., 11, M.D. (Baylor Univ.)
Clinical Assistant Professor/Orlando
DOUGLAS, MICHAL E., M.D. (Univ. of Arizona)
Clinical Assistant Professor/Boone, N.C.
GALLO, JOSEPH A., JR., M.D. (State Univ. of New York)
Clinical Assistant Professor/Orlando
GUSKIEWICZ, ROBERT A., M.D. (Univ. of Pittsburgh)
Clinical Assistant Professor/Winter Park
HELFFRICH, RICHARD A., M.D. (Univ of Nevada)
Clinical Assistant Professor/Nemours/Jacksonville
HONSKA, MARK E., (Univ of Oklahoma)
Clinical Assistant Professor/Orlando
HOUSE, JEFFREY T., M.D. (Univ. of Chicago)Clinical Assistant Professor/Orlando

JAMES, JOHN M., JR., M.D. (Univ. of Florida)
Clinical Assistant Professor/Orlando, FL
KRUSE, JOHN C., M.D. (George Washington Univ.)
Clinical Assistant Professor/Jacksonville
KUNICHIKA, ERIC T., M.D. (University of Hawaii)
Clinical Assistant Professor/Orlando
MERRELL, WALTER J., M.D. (Vanderbilt University)
Clinical Associate Professor
MURRY, IVES P., M.D. (George Washington Univ.)
Assistant Professor/Denver, CO
NAGEL, EUGENE L., M.D. (Washington University)
Clinical Professor/Winter Haven
NOEL, THEODORE, A., 11, M.D. (Loma Linda Univ.)
Clinical Assistant Professor/Orlando
PALMIRE, VINCENT C., JR, M.D. (Baylor Univ.)
Clinical Assistant Professor/Ocala
PARKER, JERRY A., B.S. (University of Florida)
Assistant in Anesthesiology/Gainesville
RACKSTEIN, ANDREW D., M.D. (Chicago Med. Sch.)
Clinical Assistant Professor/Clearwater
RILEY, JAMES L. M.D. (Loma Linda Univ.)
Clinical Assistant Professor/Orlando
ROSS, NORMAN L., M.D. (University of Miami)
Clinical Instructor/Venice
STEPHENS, PATRICIA CAMPBELL, M.D. (LSU)
Clinical Assistant Professor/Nemours/Jacksonville
STONE, DENNIS R., M.D. (Univ of Miami)
Clinical Assistant Professor/Nemours/Jacksonville
TAINSH, ROBERT E., M.D. (Brown University)
Clinical Assistant Professor/Orlando
THONI, KEVIN P., M.D. (Univ. of Tennessee, Memphis)
Clinical Assistant Professor/Orlando
VENUS, BAHMAN, M.D. (University of jandi)
Clinical Associate Professor/Jacksonville
VOGELHUT, MARK M., M.D. (Univ. of North Carolina)
Clinical Assistant Professor/Tallahassee
WELLS, NATALIE C., M.D. (University of Florida)
Clinical Assistant Professor/Orlando

COMMUNITY HEALTH AND FAMILY MEDICINE

ACHOLONU, FELIX, M.D. (Downstate Medical Center)
Clinical Associate Professor/Jacksonville
ANDERSON, MERRILL A., M.D. (Thomas Jefferson Univ.)
Clinical Associate Professor/Jacksonville
BEACH, THOMAS B., M.D. (University of Wisconsin)
Clinical Associate Professor/Jacksonville
BIGGERSTAFF, JAMES R., M.D. (Louisiana State Univ.)
Clinical Assistant Professor/Jacksonville/SVMC
BURKE, CHARLES H., M.D. (Emory University)
Clinical Associate Professor/Jacksonville
BUSH, CLINTON G., M.D. (Columbia University)
Clinical Assistant Professor/Gainesville
CARTER, ANN D., M.D. (Louisiana State University)
Clinical Instructor/Jacksonville
CHAMBON, GREGORY, M.D. (Univ. of Missouri)
Clinical Assistant Professor/Jacksonville
CHODOSH, LANCE I., M.D. (Georgetown Univ.)
Clinical Assistant Professor
COOPER, GARY R., M.D. (Tulane University)
Clinical Assistant Professor/Gainesville
DeFORD, JAMES, M.D. (University of Florida)
Clinical Associate Professor/Gainesville
DEROVANESIAN, JACK, M.D. (University of Florida)
Clinical Assistant Professor/Department of Emergency Medicine, Alachua General Hospital, Gainesville
EAGLSTEIN, N. FRED, D.O.
(Univ. of Health Sciences, Col. of Osteopathic Med.)
Clinical Assistant Professor/Jacksonville
FOSTER, FRANK D., M.D.
(American Univ. School of Medicine)
Clinical Assistant Professor/Gainesville
GIBSON, JOHN O., M.D. (Univ. of Texas)
Clinical Assistant Professor/Gainesville
GIURATO, GERALD A., M.D. (Ohio State University)
Clinical Assistant Professor/Jacksonville
HONIGMAN, JOSEPH, M.D. (Jefferson Med. College)
Clinical Professor/Gainesville
HUNSINGER, EDWARD N., M.D. (Univ. of Florida)
Clinical Assistant Professor/Gainesville
HUNTER, OREGON K., M.D. (Univ. of California)
Clinical Assistant Professor/Gainesville JANOUSEK, JAMES M., M.D. (Loyola Univ.)
Clinical Assistant Professor/Live Oak
JERNIGAN, JAMES A., M.D. (Washington Univ.)
Clinical Associate Professor/Gainesville
KURITZKY, LOUIS, M.D. (Medical College of Virginia)
Clinical Assistant Professor/Gainesville
LANE, TIMOTHY T., M.D. (Univ. of Florida)
Clinical Assistant Professor
LARIMORE, WALTER L., M.D. (LSU)
Clinical Assistant Professor/Kissimmee
LEVY, NORMAN S., M.D. (Western Reserve Univ.)
Clinical Associate Professor/Lake City
LUETKE, CHARLES W., M,D. (Univ. of Wisconsin)
Clinical Assistant Professor/Gainesville
MAGILL, MICHAEL K., M.D. (Duke University)
Clinical Associate Professor/Tallahassee
McINTOSH, BRUCE J., M.D. (Univ. of Florida)
Clinical Associate Professor/Jacksonville
McKIBBEN, MARGARET M., M.D. (Univ. of South Fla.)
Clinical Assistant Professor/Jacksonville
MEDLEY, EVAN SCOTT, M.D. (Univ. of Kentucky)
Clinical Assistant Professor/Gainesville
ORR, LOUIS M., JR. M.D. (Emory University)
Clinical Assistant Professor/Gainesville
POLLOCK, BRUCE D., M.D. (Univ. of Miami)
Clinical Assistant Professor/Gainesville
RAINS, CAROLINE S., M.D. (Univ. of South Florida)
Clinical Assistant Professor/Gainesville
RAY, BELTON CRAIG, JR., M.D. (Emory University)
Clinical Assistant Professor/Jacksonville/SVMC
ROGERS, BRUCE J., M.D. (SUNY, Downstate)
Clinical Assistant Professor/Gainesville

ROZBORIL, MICHAEL B., M.D. (Blackburn College)
Clinical Assistant Professor/Gainesville
RUCINSKI, PAUL J., M.D. (Ross Univ.)
Clinical Assistant Professor/Gainesville
SELANDER, GUY T., M.D. (New Jersey Med. College)
Clinical Associate Professor/Jacksonville
SNIDER, PAUL W., M.D. (Emory Univ.)
Clinical Assistant Professor/Gainesville
TARRANT, DARRELL G., M.D. (Univ. of Kentucky)
Clinical Assistant Professor/Gainesville
UPSHAW, THOMAS S., M.D. (Univ. of Chicago)
Clinical Assistant Professor/Gainesville
VAUGHEN, JUSTINE L., M.D. (Temple University)
Clinical Assistant Professor/Gainesville
WAGNER, JAMES T., Ph.D. (University of Florida)
Assistant Professor/Gainesville
ZALMAN, BARRY, D.O. (Univ. of Health Science
College of Osteopathic Medicine)
Clinical Assistant Professor/Gainesville

MEDICINE

Cardiology

ANDERSON, GEORGE A., M.D. (Bowman Gray)
Clinical Professor/Jacksonville
ANDREWS, JOHN W., M.D, (Emory, University)
Clinical Instructor/Gainesville
BAKER, ROY M., M.D. (Emory University)
Clinical Professor/Jacksonville
BAKER, SCOTT, M.D. (University of Florida)
Clinical Assistant Professor/Jacksonville
BEACH, THOMAS B., M.D. (University of Wisconsin)
Clinical Associate Professor/Jacksonville
BURNS, MARSHALL A., M.D. (Tulane University)
Clinical Associate Professor/Jacksonville
CHINOY, DAVID A., M.D. (University of Florida)
Clinical Assistant Professor/Jacksonville
COOPER, GARY R., M.D. (Tulane University)
Clinical Assistant Professor/Gainesville
DILLON, MICHAEL C., M.D. (Univ. of Kentucky)
Clinical Assistant Professor/Gainesville
EL SHAHAWY, MAHFOUZ, M.D. (Vienna Med. Sch.)
Clinical Assistant Professor/Sarasota
FLEMING, JACK W., M.D. (Emory University)
Clinical Associate Professor/PensacolaGILBERT,
CLARENCE M., M.D. (Univ. of Pennsylvania)
Clinical Associate Prof. /Orlando Regional Med. Center
GILMOUR, KAY E., M.D. (University of Florida)
Clinical Associate Professor/Jacksonville
GREENWOOD, SCOTT D., M.D. (Washington Univ.)
Clinical Assistant Prof./Orlando Regional Med. Ctr.
GROSS, HOWARD E., M.D. (Univ. of Nebraska)
Clinical Assistant Prof./Orlando Regional Med. Center
HERRADA, RAUL J., M.D.
(Univ. of Santiago de Compostela, Spain)
Clinical Instructor/Orlando Regional Med. Center
HESS, DAVID S., M.D. (Duke University)
Clinical Assistant Professor/Jacksonville
IRA, GORDON H., JR., M.D. (Duke University)
Clinical Associate Professor/Jacksonville
JOHNSON, MELVIN J., III, Ph.D. (Tufts Univ.)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
McINTOSH, HENRY D., M.D. (University of Penn.)
Clinical Professor/Lakeland
LLIFF, BENJAMIN C., jr., M.D. (Med. Col. of Ga.)
Clinical Assistant Professor/Jacksonville
PARTAIN, JONATHAN O., M.D. (Vanderbilt Univ.)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
ROARK, STEVEN F., M.D. (Duke Univ.)
Clinical Assistant Professor/Gainesville
SAHAB, JOSEPH G., M.D. (French Faculty of Medicine)
Clinical Assistant Professor/Leesburg
SCHONBERG, ALLAN, M.D. (George Washington Univ.)
Clinical Assistant Professor/Jacksonville
SEALS, ALLEN A., M.D. (Medical College of Georgia)
Clinical Assistant Professor/Jacksonville
SILVERSTEIN, BURTON V., M.D. (Univ. of Pa.)
Clinical Assistant Professor/Gainesville
SOLER, RAUL D., M.D. (University of Havana)
Clinical Assistant Professor/Jacksonville
TAUSSIG, ANDREW S., M.D. (Emory University)
Clinical Assistant Professor/Orlando
VAN CLEVE, ROBERT B., M.D. (Columbia University)
Clinical Professor/Jacksonville
WAINWRIGHT, W. RANDOLPH, M.D. (Med. Col. of Ga.)
Clinical Assistant Professor/Jacksonville
WEINSTEIN, IRWIN R., M.D. (SUNY-Buffalo)
Clinical Instructor/Orlando
WHITWORTH, HALL B., JR., M.D. (Emory University)
Clinical Assistant Professor/Orlando

Dermatology

ARAUJO, OSCAR, Ph.D. (Purdue University)
Clinical Professor/Gainesville
BROWNLEE, RICHARD, M.D. (Univ/ of North Carolina)
Clinical Assistant Professor/Gainesville
BOUDREAUX, CLARENCE E., M.D. (LSU)
Clinical Assistant Professor/JacksonvilleCHILDERS,
RICHARD C., M.D. (Univ. of Rochester)
Clinical Assistant Professor/Gainesville
COGNETTA, ARMAND B., M.D. (Univ. of
Connecticut)
Clinical Assistant Professor
HESKEL, NEIL S., M.D. (Univ. of Pennsylvania)
Clinical Assistant Professor/Vero Beach
MILLNS, JOHN L., M.D. (Ohio State University)
Clinical Assistant Professor/Tampa
POULOS, EVANGELOUS, M.D. (University of Miami)
Clinical Professor/Ft. Lauderdale
SLAZINSKI, LEONARD, M.D. (Jefferson Med. Col.)
Clinical Instructor/Sarasota
SLOAN, KENNETH, Ph.D. (Univ. of North Carolina)
Assistant Professor/Gainesville

SMITH, EDWARD W.P., M.D. (Ohio State Univ.)
Clinical Associate Professor/Jacksonville
STOER, CHARLES B., M.D. (Louisiana State Univ.)
Clinical Assistant Professor/Gainesville
TRIMBLE, JAMES W., M.D. (University of Florida)
Clinical Assistant Professor/Jacksonville
UNIS, MARK E., M.D. (Univ. of Florida)
Clinical Instructor/Ft. Lauderdale
WILKERSON, RUTH C., M.D. (Med. Col. of Va.)
Clinical Instructor/Gainesville

Endocrinology and Metabolism

COBLE, YANK D., JR., M.D. (Duke University)
Clinical Professor /Jacksonville
CROCKETT, SAMUEL E., M.D. (Ohio State Univ.)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
KNIZLEY, HOMER, JR., M.D. (University of Florida)
Clinical Associate Professor/Gainesville
LONDONO, JAVIER H., M.D. (Univ. of Antioquia)
Clinical Assistant Professor/Gainesville
MONTGOMERY, CHARLES T., M.D. (Univ. of Miami)
Clinical Associate Professor/Jacksonville
OATES, THOMAS W., M.D. (Ohio State University)
Clinical Assistant Professor/Lakeland
ROBERTS, VICTOR L., M.D.
(Autonomous Univ. Guadalajara)
Clinical Instructor/Orlando Regional Med. Center
THOMAS, WILLIAM C., JR., M.D. (Cornell University)
Clinical Professor

Gastroenterology, Hepatology and Nutrition

BAUMGARTNER, THOMAS G., Pharm. D.
(University of the Pacific)
Clinical Associate Professor/Gainesville
BONE, FRANK C., M.D. (Boston Univ.)
Clinical Assistant Professor/Orlando
BORLAND, JAMES L., JR., M.D. (Johns Hopkins)
Clinical Professor/Jacksonville
BUELOW, ROBERT G., M.D. (Temple University)
Clinical Assistant Professor/Jacksonville
GOLDBERG, LAWRENCE S., M.D. (New York Univ.)
Clinical Assistant Professor/Jacksonville
GROOVER, JACK R., M.D. (University of Maryland)
Clinical Associate Professor/Jacksonville
KANNER, ROBERT S., M.D. (Creighton University)
Clinical Instructor/Jacksonville
KRAMER, DEAN C., M.D. (University of Missouri)
Clinical Associate Professor/Gainesville
LANGFITT MURRY L., M.D. (University of Iowa)
Clinical Assistant Professor/Jacksonville
MORRIS, WALTER E., JR., M.D. (Univ. of Alabama)
Clinical Associate Professor/Jacksonville
SHAH, GAURANG N., M.B.B.S. (Baroda Med. Col., India)
Clinical Assistant Professor/Jacksonville
TEK, HONG TAING, M.D. (Univ. of Phnom-Penh)
Clinical Assistant Professor/Jacksonville
UHLEMANN, EDWARD R., M.D. (Johns Hopkins)
Clinical Instructor/Orlando Regional Med. Center
WIDNER, VICTOR R., M.D. (Kansas Univ. Sch. of Med.)
Clinical Assistant Professor/Jacksonville

Internal Medicine

ANDERSON, RICHARD M., M.D. (Emory University)
Clinical Instructor/Gainesville
BRASHEAR, BILLY, M.D. (University of Louisville)
Clinical Instructor/Gainesville
COLLINS, MICHAEL, M.D. (Univ. of Miami)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
CUNNINGHAM, RICHARD W., M.D. (Univ. of Florida)
Clinical Assistant Professor/Gainesville
DEAL, WILLIAM B., M.D. (Univ. of North Carolina)
Clinical Professor
EMMEL, G., LEONARD, M.D. (University of Penn.)
Clinical Instructor/Gainesville
FADEM, JEROLD J., M.D. (Univ. of Florida)
Clinical Associate Professor/Orlando
FALK, JAY L., M.D. (SUNY-Brooklyn)
Clinical Associate Professor/Orlando
FRENCH, KATHRYN K., M.D. (Univ. of Tennessee)
Clinical Instructor/Trenton
GAGNIER, DOROTHY R. , Ph.D. (Univ. of Michigan)
Assistant Professor/Gainesville
HALE, WILLIAM E., M.D. (Medical College of Virginia)
Clinical Assistant Professor/Dunedin
HARRISON, I., BARNETT, M.D. (Emory University)
Clinical Assistant Professor/Tallahassee
HOFFMAN, NANNETTE B., M.D. (Albany Medical Col.)
Clinical Assistant Professor/Gainesville
HOLCOMB, ALLEN K., M.D. (Emory Univ.)
Clinical Assistant Professor/Orlando
McCOY, CATHERINE W., M.D. (Univer. of Virginia)
Clinical Instructor/Gainesville
MENGEL, MARVIN C., M.D. (Johns Hopkins)
Clinical Assistant Professor/ Orlando
MUDRA, STEPHAN, M.D. (University of Florida)
Clinical Instructor/Gainesville
NELSON, JOHN R., M.D. (Bowman Gray)
Clinical Instructor/Gainesville
PALMER, ROBERT, JR., M.D. (Tulane University)
Clinical Associate Professor/Pensacola
PICKERING, MICHAEL J., M.D. (University of Florida)
Clinical Associate Professor/Tampa
ROBERT, VICTOR B., M.D. (Buenos Aires Univ.)
Clinical Assistant Professor/Orlando
ROSENBERG, STEPHEN J., M.D. (Univ. of
Pennsylvania)
Clinical Associate Professor/Orlando
SAAVEDRA, OSWALD T., M.D. (Moscow Univ.)
Clinical Instructor/Orlando
SLATON, ROBERT C., M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
TEW, FRANKLIN T., M.D. (Univ. of North Carolina)
Clinical Assistant Professor/Orlando

VARRAUX, ALAN R., M.D. (Temple Univ.)
Clinical Assistant Professor/Orlando
WEBB, MICHAEL J., M.D. (University of Miami)
Clinical Instructor/Winter Park

WEIGEL, WALTER W., M.D. (Emory University)
Clinical Instructor/Palatka
YOUNG, MARTIN D., Sc.D. (Johns Hopkins)
Research Professor/Gainesville

Hematology

ABRAMSON, NEIL, M.D. (Albert Einstein)
Clinical Professor/Jacksonville
ANDERSON, AXEL, III, M.D. (Univ. of Buffalo)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
BROWN, CLARENCE H., III, M.D. (Emory University)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
DUNN, PHILIP H., M.D. (Duke University)
Clinical Assistant Professor/Orlando Regional Med. Ctr.
MARKS, ALAN R., M.D. (Univ. of Brussels, Belgium)
Clinical Assistant Professor/Jacksonville
PAWLIGER, DAVID F., M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
SIDDIQUI, TARIQ, M.D. (Dow Medical College, Pakistan)
Clinical Professor/Jacksonville
TROTTER, GEORGE S., M.D. (University of Maryland)
Clinical Associate Professor/Jacksonville
WHITTINGTON, RICHARD M., M.D. (Jefferson)
Clinical Professor

Infectious Disease

BROOKS, ROBERT, G., M.D. (Wayne University)
Clinical Associate Professor/Orlando Regional Med. Ctr.
FLETCHER, JEAN, M.D. (American Univ- of Beirut)
Clinical Assistant Professor/Gainesville
HORNICK, RICHARD B., M.D. Uohns Hopkins Univ.)
Clinical Professor/Orlando
MANSHEIM, BERNARD, M.D. (Univ. of Wisconsin)
Clinical Assistant Professor/Gainesville
MAUCERI, ARTHUR A., M.D. (Georgetown Univ.)
Clinical Assistant Professor/Gainesville
RODEFFER, HENRY D., M.D. (Vanderbilt Univ.)
Clinical Assistant Professor/Jacksonville
SIEGER, BARRY, M.D. (Boston Univ.)
Clinical Assistant Professor/Orlando
SUGARMAN, DANIEL I., M.D. (Univ. of Illinois)
Clinical Assistant Professor/Orlando

Rheumatology and Clinical Immunology

CALDWELL, JACQUES R., M.D. (Johns Hopkins)
Clinical Associate Professor/Gainesville
FRIEDLAENDER, SIDNEY, M.D. (Wayne State Univ.)
Clinical Professor/Gainesville
KOHEN, MICHAEL D., M.D. (University of Florida)
Clinical Assistant Professor/Daytona Beach
MASS, MYRON F., M.D. (University of Florida)
Clinical Associate Professor/Jacksonville
PRAVDA, JAY, M.D. (University of Puerto Rico)
Clinical Instructor/Gainesville
STROUD, ROBERT M., M.D. (Harvard)
Clinical Professor/Ormond Beach
THOBURN, ROBERT, M.D. (University of Florida)
Clinical Associate Professor/Gainesville

Oncology

CUSUMANO, CHARLES L., M.D. (Georgetown Univ.)
Clinical Associate Professor/Gainesville
HARRIS, JAMES N., M.D. (Emory University)
Clinical Assistant Professor/West Palm Beach
KENTRO, TENNEY B., M.D. (George Washington Univ.)
Clinical Assistant Professor/Gainesville
McKEEN, ELISABETH A., M.D. (Albany Med. College)
Clinical Assistant Professor/West Palm Beach
ROTHSCHILD, NEAL E., M.D. (New Jersey Med. Sch.)
Clinical Assistant Professor/West Palm Beach
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Clinical Assistant Professor/Gainesville

Nephrology

FINLAYSON, GORDON C., M.D. (Univ. of Florida)
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FULLER, THOMAS J., M.D. (Northwestern University)
Clinical Associate Professor/Ocala

Pulmonary

AUERBACH, DAVID, M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
GREENBERG, ROBERT A., M.D. (Univ. of Florida)
Clinical Assistant Professor/Gainesville
HELLARD, DONALD W.
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HERRAN, JUAN J., M.D., (Univ of Puerto Rico)
Clinical Assistant Professor/Orlando
JACKLER, IRA M., M.D. (University of Oklahoma)
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McLEOD, IAN, M., B.S. (Ball State Univ.)
Assistant in Medicine/Gainesville
NEDER, GEORGE A., M.D. (Emory Univ.)
Clinical Assistant Professor/Orlando
SNYDER, ROBERT C., M.D. (Univ. of Pittsburgh)
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WYNNE, JAMES W., M.D. (Cornell Univ)
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NEUROLOGICAL SURGERY

BOGGS, J. SCOTT, M.D. (University of Michigan)
Clinical Assistant Professor/Jacksonville
CAUTHEN, JOSEPH C., III, M.D. (Duke University)
Clinical Associate Professor/Gainesville

FREEMAN, JAMES V., JR., M.D. (Univ. of Tennessee)
Clinical Assistant Professor/Gainesville
GARCIA-BENGOCHEA, FRANCISCO, M.D. (Tulane)
Distinguished Service Professor Emeritus/Gainesville
GOMEZ, JAIME G., M.D. (National Univ. of Columbia)
Professor/Gainesville
HAID, REGIS W., M.D. (West Va. University)
Clinical Assistant Professor
HUDSON, CALVIN H., M.D. (University of Tennessee)
Clinical Associate Professor/Jacksonville
KAPLAN, BARRY J., M.D. (Univ. of Florida)
Clinical Assistant Professor/Ocala
LOHSE, DEAN C., M.D. (University of Minnesota)
Clinical Assistant Professor/Jacksonville
MAULDIN, RONALD L., M.D. (University of N.C.)
Clinical Assistant Professor/Gainesville
MOZINGO, JAMES P., M.D. (Univ. of Mississippi)
Clinical Associate Professor
REID, STEVEN A., M.D. (Univ, of Florida)
Clinical Assistant Professor of Neurosurgery
SCOTT, THOMAS E., M.D. (Univ. of Tennessee)
Clinical Professor/Daytona Beach
SPEIGELMANN, ROBERTO, M.D. (Univ.of Uruguay)
Clinical Assistant Professor
TWEED, CLYDE G., M.D. (Duke Univ.)
Clinical Associate Professor/Daytona Beach
WHANG, CHOONG JIN, M.D. (Seoul National Univ.)
Clinical Professor
ZENGEL, JANET B., Ph.D. (Univ. of Miami)
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NEUROLOGY

IASEMIDIS, LEON D., Ph.D. (Univ. of Michigan)
Assistant Professor

NEUROSCIENCE

* KING, MICHAEL A. Ph.D., (Univ. of Florida) Assistant Research Scientist of Neuroscience
NICHOLLS, ROBERT D., Ph.D. (University of Oxford)
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WARNER, JOSEPH J., M.D. (Univ. of Florida) Assistant Professor of Neuroscience
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OBSTETRICS AND GYNECOLOGY

BAIRD, TIM, M.D. (Univ. of Texas-Galveston)
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BARNES, H. WADE, JR, M.D. (Med. College of Georgia)
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BEADLING, LESLIE W., M.D. (Temple University)
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BOOTHBY, RICHARD A., M.D. (Univ. of South Florida)
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BRADY, JOHN M., M.D. (University of Miami)
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BUJNOSKI, JOANNE L., D.O. (Univ of Osteopathic Medicine & Surgery, Des Moines)
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BUSH, SUZANNE Y., M.D. (Univ. of Alabama/Birmingham)
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BYERS, JOHN W., M.D. (Univ. of North Carolina)
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CARLAN, STEPHEN J., M.D. (Med. College of Georgia)
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CASTALDO, THOMAS, M.D. (Cornell Univ. Med. Ctr.)
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CHRISTIAN, SAMUEL, M.D. (Med. College of Georgia)
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COUCH, GORDON T., M.D. (University of Florida)
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DRURY, KENNETH C., Ph.D. (Univ. of Geneva, Switzerland)
Clinical Assistant Professor
FERGUSON, KAREN L., M.D. (Univ. of Missouri)
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FERRELL, ROGER E., M.D. (Univ. of Florida)
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FRANZEN, LENNART E., M.D., Ph.D. (Linkoping Univ. Medical School)
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GILL, KARANBIR S., M.D. (Royal College of Surgeons, Dublin, Ireland)
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GRABER, BENJAMIN, M.D. (Texas Tech)
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JAFFE, SHARON B., M.D. (Albert Einstein College of Med)
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MAYER, GEORGE L., M.D. (University of Arkansas)
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MAYS, STRICKER C., M.D. (University of Alabama)
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MILLER, HERMAN, JR., M.D. (University of Miami)
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MYERS, RICHARD L., M.D. (Medical College of Georgia)
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PACK, NORMAN W., M.D. (University of Kansas)
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PHELAN, TIMOTHY M., M.D. (Georgetown Univ.)
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QUINLAN, RAYMOND W., M.D. (Hahnemann Med. Col.)
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RODRIGUEZ, JAMIE J., M.D. (Univ. Autonoms de Guadajara)
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ROSIN, ALEXANDER P., M.D. (Tulane University)
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RUST, WILBUR C., M.D. (Albany Medical College)
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SAGER, NEIL, D.O. (Col. of Osteopathic Med. & Surg.)
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SCHOENFELD, ORENE, M.D. (University of Florida)
Clinical Associate Professor/Gainesville
SEKINE, KENNETH M., M.D. (Autonoma Univ., Mexico)
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SHANAHAN, WILLIAM J., M.D (Temple University)
Clinical Associate Professor
SHAYKH, MARWAN M., M.D. (American Univ. of Beirut)
Clinical Associate Professor/Jacksonville
SMITH, JAMES W., M.D. (Michigan State)
Clinical Assistant Professor/Pensacola
SMITH, KARL, M.D. (Northwestern Univ. Med. School)
Clinical Associate Professor/Jacksonville
TAN, THOMAS B., M.D. (University of Missouri)
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TUCKER, ELISABETH D., M.D. (Univ. of South Alabama)
Clinical Assistant Professor/Pensacola
TURNER, DAVID A., M.D. (Med. College of Georgia)
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OPHTHALMOLOGY

ADAMS, CHARLES, JR., M.D. (Emory Univ.)
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ALLEN, VIVIAN J., M.D. (University of Florida)
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BOLLING, JAMES P., M.D. (Univ. of Kentucky)
Clinical Instructor/Jacksonville
BOWDEN, FRANK, III, M.D. (Meharry Med. College)
Clinical Assistant Professor/Jacksonville
DONOVAN, JOHN P., M.D. (Albany Medical College)
Clinical Assistant Professor/Jacksonville
HERED, ROBERT W., M.D. (Univ. of Indiana)
Assistant Professor/Nemours/Jacksonville
LAMBROU, FRED H., M.D. (Emory University)
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LEVENSON, JEFFREY H., M.D. (University of Florida)
Clinical Instructor/Jacksonville
NICOLITZ, ERNST, M.D. (University of New Mexico)
Clinical Professor/Jacksonville
PHILLIPS, SUSAN, O.D. (Indiana University School of Optometry)
Clinical Assistant In/UFHSCJ
POGREBNIAK, ALEXANDER E., M.D. (Univ. of Michigan)
Clinical Assistant Professor/Nemours/Jacksonville
ROSE, HOWARD N., M.D. (Chicago Medical School)
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STAMAN, JAMES A., M.D. (Temple University)
Clinical Assistant Professor/Jacksonville

ORTHOPAEDICS

BITTAR, EDWARD S., M.D. (Temple Univ.)
Clinical Associate Professor/Palm Bay
BLOOMBERG, MARK S., M.D. (Purdue Univ.)
Affiliate Professor
BRADY, LOUIS P., M.D. (Emory Univ.)
Clinical Assistant Professor/Winter Park
CUMMINGS, ROBERT J., M.D. (Queens Univ.)
Clinical Assistant Professor/Nemours/Jacksonville
DEPAZ, OSCAR B., M.D. (Univ. of Puerto Rico)
Clinical Assistant Professor
FIPP, GEORGE J., M.D. (Indiana University)
Clinical Instructor/Jacksonville
FRY, RICHARD M., M.D. (Temple University)
Clinical Associate Professor
GILLESPY, THURMAN, JR., M.D. (Jefferson Med. Col.)
Clinical Instructor/Daytona Beach

GREIDER, JACK L., M.D., JR., (Med. College of Wisconsin)
Clinical Assistant Professor/Jacksonville
HAHN, GEORGE A., JR., M.D., (Temple Univ.)
Clinical Assistant Professor/Nemours/Jacksonville
HOCKER, JOHN, M.D. (University of Kansas)
Clinical Associate Professor/Jacksonville
HOGSHEAD, HOWARD P., M.D. (University of Iowa)
Clinical Associate Professor/Jacksonville
HUTTON, PATRICK M., M.D. (New York Med. College)
Clinical Instructor/Jacksonville
KANELL, DANIEL R., M.D. (Univ. of Pittsburgh)
Clinical Associate Professor
KLEINHANS, ROBERT J., M.D. (Univ. of Louisville)
Clinical Instructor/Jacksonville
LANCASTER, STEVEN J., M.D. (Med. Col. of Virginia)
Clinical Instructor/Jacksonville
LOTMAN, DAVID B., M.D. (Tulane Univ.)
Clinical Assistant Professor
LOVEJOY, JOHN F., JR., M.D. (University of Florida)
Clinical Instructor/JacksonvilleMARSH,
BURTON W., M.D. (University of Florida)
Clinical Instructor/Ocala
MAZUR, JOHN M., M.D. (Univ of Pittsburgh)
Clinical Associate Professor/Nemours/Jacksonville
McCLUSKEY, WILLIAM P., M.D., (Univ. of Pennsylvania)
Clinical Assistant Professor/Nemours/Jacksonville
McLEOD, WILLIAM P., M.D. (Georgetown)
Clinical Assistant Professor
PATRICK, CHRIS (Eastern Kentucky Univ.)
Assistant in Orthopaedics
POWELL, RODGER, M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
SHAARA, RICHARD B., M.D. (University of Texas)
Clinical Assistant Professor
SLATTERY, JAMES B., M.D. (University of Florida)
Clinical Instructor/Gainesville
TESSLER, RICHARD H., M.D. (Univ. of Miami)
Clinical Assistant Professor/New Smyrna Beach
TODD, ETHAN O., M.D. (Med. Col. of South Carolina)
Clinical Assistant Professor/Jacksonville
VAUGHEN, JUSTINE L., M.D. (Temple University)
Clinical Assistant Professor/Gainesville
WALLACE, PAUL F., M.D. (University of Chicago)
Clinical Assistant Professor/St. Petersburg
WHITAKER, DALE, M.D. (Univ. of South Florida)
Clinical Instructor/Jacksonville

OTOLARYNGOLOGY

ATKINS, JAMES S., M.D. (University of Florida)
Assistant Professor
BECKER, FERDINAND F., M.D. (Tulane School of Med.)
Clinical Assistant Professor
DUBBIN, CLIFFORD B., M.D. (University of Florida)
Clinical Assistant Professor/Orlando
EARLY, STEPHEN V., M.D. (Univ. of Virginia)
Clinical Assistant Professor
FARRIOR, RICHARD T., M.D. (Duke University)
Clinical Professor/Tampa
FOOTE, PERRY A., JR., M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
GARLINGTON, JAMES C., M.D. (Yale University)
Clinical Associate Professor
MARCUS, M. JEFFERY, M.D. (Univ. of Virginia)
Clinical Assistant Professor/Inverness
MOKRIS, MICHAEL S., M.D. (University of Cincinnati)
Clinical Assistant Professor/Orlando
REESE, BRADLEY R., M.D. (Temple University)
Clinical Assistant Professor
SELTZER, H., MICHAEL, JR., M.D. (Univ. of Florida)
Clinical Assistant Professor/Daytona Beach
SMITH, LARRY N., M.D. (University of Tennessee)
Clinical Assistant Professor
STUBBS, WILLIAM K., M.D. (Tulane Univ.)Clinical Assistant Professor
WALKER, JAMES H., M.D. (University of Alabama)
Assistant Professor

PATHOLOGY

BERNHARDT, HARVEY E., M.D. (Univ. of Louisville)
Clinical Associate Professor/Jacksonville
BYERS, GEORGE E., M.D. (Temple University)
Clinical Associate Professor/Gainesville
CHAN, MING SAN, Ph.D. (Polytechnic Inst. of Brooklyn)
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CHARLTON, RONALD K., Ph.D. (Univ. of N.C.)
Clinical Associate Professor/Jacksonville
CUDDEBACK, JOHN K., M.D. (Indiana Univ.)
Assistant Professor/Gainesville
FLORO, BONIFACIO T., M.D. (Univ. of East Roamon Magsaysay)
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GOLDSTEIN, JEFFREY D., M.D. (Emory University)
Clinical Associate Professor/Jacksonville
HAMILTON, WILLIAM F., M.D. (Univ. of Miami)
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HUMES, JAMES J., M.D. (Jefferson Medical Col.)
Clinical Professor/Jacksonville
JENKINS, STEPHEN G., Ph.D. (University of Vermont)
Associate Professor/UFHSCJ
KEITT, ALAN S. M.D. (Harvard Univ.)
Clinical Associate Professor
LIPKOVIC, PETER, M.D. (Univ. of Beograd, Yugoslavia)
Clinical Professor/Jacksonville
MULLEN, S. ALLEN, M.D. (Univ. of South Florida)
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MULLEN, SANFORD A., M.D. (Columbia University)
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REDFERN, NANCY L., M.D. (Duke University)
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RYDEN, SALLY E., M.D. (Univ. of Michigan)
Clinical Assistant Professor/Gainesville
SMITH, DENNIS M., JR., M.D. (Univ. of Tenn.)
Clinical Associate Professor/Jacksonville

PEDIATRICS

ALEXANDER, GREGOR, M.D. (Juveriana University)
Clinical Associate Professor/Longwood
ARN, PAMELA H., M.D. (University of Virginia)
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AXLEY, JOHN, M.D. (University of Maryland)
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BAILET, LAURA LYONS, Ph.D. (Northwestern Univ.)
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BAKER, ROY M., M.D. (Emory University)Clinical Professor/Jacksonville
BARRAZA, MARK A., M.D. (Univ. of Mississippi)
Clinical Assistant Professor of Pediatrics and Surgery Jacksonville/Nemours
BARTLETT, JOHN, M.D. (University of Florida)
Clinical Assistant Professor/Fort Myers
BELL, WILLIAM R., M.D. (Duke University)
Clinical Professor/Director of Pediatric Services/PEP/Pensacola
BENTON, CHARLES R., M.D. (Columbia University)
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BERGER, PAUL S., M.D. (Univ. of Cominica)
Clinical Assistant Professor/Gainesville
BLOOM, FREDERICK L., M.D. (Med. Col. of Wisconsin)
Clinical Assistant Professor/Sarasota
BORGER, JAMES A., M.D. (Univ. of Tennessee)
Clinical Associate Professor of Pediatrics and Surgery/ Jacksonville/Nemours
BRIGHT, GEORGE M., M.D. (Univ. of Connecticut)
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BRILL, THOMAS M., M.D. (University of Michigan)
Clinical Professor/Gainesville
BULLARD, JOHN F., JR., M.D. (Univ. of Florida)
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CHEEK, JAMES W., M.D. (Univ. of North Carolina)
Clinical Assistant Professor/Jacksonville
CHEN, AVIS S., M.D. (Univ. of Florida)
Clinical Assistant Professor of Pediatrics and Anesthesiology/Jacksonville/Nemours
CHIARO, JOSEPH, M.D. (University of Florida)
Clinical Associate Professor/Orlando
CLEMENT, STEPHEN P., M.D. (Harvard Univ.)
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CLUBBS, ROGER C., M.D. (University of Arkansas)
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COHAN, ROBERT H., M.D. (Univ. of North Carolina)
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COLYER, ROBERT F., JR., M.D. (Emory University)
Clinical Assistant Professor/Jacksonville
COMMINS, STEPHEN, M.D. (SUNY-Buffalo)
Clinical Assistant Professor/Jacksonville/Nemours
CONDRON, COLIN J., M.D. (University of Dublin)
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CUMMINGS, ROBERT J., M.D. (Med. Col. of Georgia)
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DAVID, CLIFFORD B., M.D. (Duke University)
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DAVID, JOSEPH K., M.D. (Duke University)
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DEEB, LARRY, M.D. (Emory University)
Clinical Professor/Tallahassee
DESROSIERS, PAUL M., M.D. (Univ. of North Carolina)
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DOKLER, MARYANNE L., M.D. (Creighton Univ.)
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ESCHENBURG, CHARLES, M.D. (Univ. of Colorado)
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EVANS, JONATHAN S., M.D. (Cornell University)
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FINDLAY, PRENTISS E., M.D. (Emory University)
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FRANKLIN-BERNARD, WENDY ANN, M.D. (Johns Hopkins Univ.)
Clinical Assistant Professor/Pensacola
FREIDMEYER, ROBERT M., M.D. (Indiana Univ. School of Medicine)
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GAYLE, MICHAEL O., M.D. (Univ. of the West Indies)
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GEORGE, DONALD E., M.D. (SUNY at Buffalo)
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GINTER, MYRNA B., M.D. (University of Havana)
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GIUSTI, VINCENT F., M.D. (Univ. of Pennsylvania)
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GRANAT, LLOYD E., M.D. (SUNY-Downstate)
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GROSS, SAMUEL, M.D. (University of Rochester)
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GOODE, JANET C., M.A. (Univ. of Florida)
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GOWDA, NARAYANA, M.D. (Bangalore Med. Col.)
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LIPMAN, BRIAN, M.D. (Univ. of the Witwatersrand)
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MARRIOT, HENRY J., M.D. (Oxford University)
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MAZUR, JOHN M., M.D. (Univ. of Pittsburgh)
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McREYNOLDS, JOHN W., M.D. (Univ. of Oklahoma)
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McWILLIAMS, NEIL E., M.D. (University of Florida)
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NADKARNI, SHAILAJA S., M.D. (Univ. of Indore)
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NATHANSON, IAN T., M.D. (SUNY at Buffalo)
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O'DANIEL, JOSEPH R., M.D. (Univ. of Kentucky)
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OSTRER, HARRY, M.D. (Columbia University)
Clinical Associate Professor
PATTERSON, TODD, D.O.(College of Osteopathic Medicine and Surgery)
Clinical Associate Professor/Tallahassee
PENA-ARIET, OLGA P., M.D.
(Universidad Central del Este)
Clinical Assistant Professor/Jacksonville/Nemours
PICARDI, MERCEDES E., M.D. (Univ. of Puerto Rico)
Clinical Assistant Professor/PEP/Pensacola
PICKENS, JAMES C., M.D. (University of Alabama)
Clinical Assistant Professor/PEP/Pensacola
POGREBNIAK, ALEXANDER E., M.D. (Univ. of Michigan)
Clinical Assistant Professor of Pediatrics and Ophthalmology/Jacksonville/Nemours
POLLACK, MICHAEL, M.D. (Albert Einstein)
Clinical Assistant Professor/Orlando
POWERS, DAVID W., M.D. (Univ. of Florida)
Clinical Associate Professor
PRICE, MORRIS, M.D. (Emory University)
Visiting CLinical Associate Professor
PRYOR, NORMAN D., M.D. (University of Missouri)
Clinical Professor/Orlando
RAMOS, AGUSTIN, M.D. (University of Barcelona)
Clinical Associate Professor/Orlando
RAPTOULIS, ARTHUR, M.D. (SUNY-Brooklyn)
Clinical Professor/Orlando
REDD, HENRY J., M.D. (Johns Hopkins)
Clinical Associate Professor/Lakeland
RITROSKY, JOHN, JR., M.D. (SUNY-Syracuse)
Clinical Associate Professor/Fort Myers
ROBINSON, DAVID, M.D. (Vanderbilt University)
Clinical Assistant Professor/Jacksonville
ROSENBERG, STEVEN, M.D. (SUNY-Brooklyn)
Clinical Assistant Professor/Orlando
SHANKS, DANIEL E., M.D. (Univ. of Virginia)
Clinical Assistant Professor of Pediatrics and Neurology/Jacksonville/Nemours
SIGNER, RICHARD D., M.D. (Chicago Medical School)
Clinical Associate Professor/Gainesville
SKINNER, RICHARD G., M.D. (Emory University)
Clinical Professor/Jacksonville

SMALLWOOD, DONALD, M.D. (Indiana Med. School)
Clinical Assistant Professor
SMITH, EDWARD W. P., M.D. (Ohio State Univ.)
Clinical Associate Professor/Jacksonville
SNODGRASS, GREGORY D., M.D. (W. Va U. Sch. of Med.)
Clinical Assistant Professor/Gainesville
SOUD, GARY G., M.D. (Univ. of Barcelona)
Clinical Assistant Professor/Jacksonville
STEPHENS, PATRICIA C., M.D. (Louisiana State Univ.)
Clinical Assistant Professor of Pediatrics and Anesthesiology/Jacksonville/Nemours
STEVENS, PETER S., M.D. (Emory University)
Clinical Associate Professor of Pediatrics and Surgery/Urology/Jacksonville/Nemours
STONE, DENNIS R., M.D. (University of Miami)
Clinical Assistant Professor of Pediatrics andAnesthesiology/Jacksonville/Nemours
TAN, LUKAS H., M.D. (University of Airlangga)
Assistant Professor of Pediatrics/UFHSCJ
THRELKEL, ROBERT, M.D. (Duke University)
Clinical Associate Professor/Jacksonville
TOKARSKI, PENELOPE, M.D. (Loyola University)
Clinical Instructor/Orlando
TURK, WILLIAM R., M.D. (Case Western Reserve)
Clinical Assistant Professor of Pediatrics and Neurology/Jacksonville/Nemours
VINSON, ROBERT H., M.D. (Univ. of North Carolina)
Clinical Professor/Vero Beach
WALKER, JAMES W., M.D. (University of Tennessee)
Clinical Assistant Professor/Jacksonville
WEBB, HOWARD W., M.D. (Emory University)
Clinical Professor of Pediatrics and Surgery/Jacksonville/Nemours
WELTY, PAUL B., M.D. (Tulane University)
Clinical Assistant Professor/St. Petersburg
WHITCOMB, JOHN H., M.D. (Harvard Med. School)
Clinical Professor/Pensacola
WHITNEY, RICHARD H., JR., M.D. (Univ. of Alabama)
Clinical Assistant Professor/Pensacola
WILEY, HENRY E., III, M.D. (Univ. of Florida)
Clinical Assistant Professor/Tampa
WIKINSON, ALBERT H., III, M.D. (Jefferson Med. Col.)
Clinical Professor of Pediatrics and Surgery/Jacksonville/Nemours
WILKINSON, DIANE M., M.D. (Univ. of Mississippi)
Clinical Assistant Professor/Pensacola
WILSON, ROBERT K., M.D. (University of Alabama)
Clinical Assistant Professor/Pensacola
WORRELL-WHITE, CYNTHIA, M.D. (University of Arkansas)
Clinical Assistant Professor/Pensacola
WUBBENA, PAUL F., JR., M.D. (Emory University)
Clinical Associate Professor/Jacksonville
VILEISIS, RITA A., M.D. (Northwestern University)
Associate Professor of Pediatrics/UFHSCJ

PSYCHIATRY

AMIEL, MICHAEL J., M.D. (Univ. of Montpelier)
Clinical Assistant Professor/Gainesville
ASHAMALLA, MEDHAT G., M.D. (Univ. of Alexandria, Egypt)
Clinical Assistant Professor/US Military Service

BORDINI, ERNEST J. (University of Florida)
Clinical Assistant Professor/Gainesville
BUCHHOLZ, ROBERT A., M.D. (University of Florida)
Clinical Assistant Professor/Fort Myers
CASSISI, ELAYNE E., M.D. (University of Miami)
Clinical Assistant Professor/Gainesville
CERRA-FERNANDEZ, DOMINGO, M.D. (University of Guadalajara)
Clinical Assistant Professor/Ocala
COLAPELLE-SNODGRASS, NATALIE J., M.D. (West Virginia Univ.)
Clinical Assistant Professor/Gainesville
CUSHMAN, PHILLIP W., M.D. (Indiana University)
Clinical Assistant Professor
DEAN, STANLEY R., M.D. (University of Michigan)
Clinical Professor/Miami
DIRECTOR, KENNETH L., M.D. (Albany Med. College)
Clinical Associate Professor/Vero Beach
FULLER, ARTHUR K. (Med. College of Georgia)
Clinical Associate Professor/Georgia
GELFAND, FRANCINE L., M.D. (N.J. Col. of Med. & Dent.)
Clinical Assistant Professor/Leesburg
GFELLER, EDUARD, M.D. (Univ. of Bern, Switzerland)
Clinical Professor/Orlando
GIES, A. DENNIS, M.A. (Ball State)
Clinical Instructor/Gainesville
GOLD, MARK S., M.D. (University of Florida)
Clinical Professor/Gainesville
GOSSINGER, GARY T., M.D. (University of Michigan)
Clinical Assistant Professor/Gainesville
GRAHAM, M. ANTHONY, M.D. (Medical College of Virginia)
Clinical Assistant Professor/Gainesville
GREENBERG, SAMUEL 1. M.D. (Rush Medical Univ. of Chicago)
Clinical Professor/Gainesville
HALL, RICHARD C.W., M.D. (University of Florida)
Clinical Professor/Orlando
HENDERSON, C. BROOKS, M.D. (Univ. of Penn.)
Clinical Associate Professor/Gainesville
HERSHBERGER, EVE A., M.D. (Med. College of Georgia
Clinical Assistant Professor/Gainesville
HOLLIS, LYNNA G., M.D. (East Tennessee State)
Clinical Assistant Professor/Gainesville
INNOCENT, ANTOINE J., M.D. (Sch. of Med. & Pharm., Rep. of Haiti)
Clinical Instructor/Jacksonville
KANTER, GARY L., M.D. (University of Rochester)
Clinical Assistant Professor/ /Gainesville

KOEHLER, SHIRLEY M., Ph.D. (Univ. of Florida)
Clinical Assistant Professor/Jacksonville
KOLIN, IRVING S., M.D. (SUNY-Upstate)
Clinical Associate Professor/Orlando
LANGEE, HARVEY R., M.D. (Stanford University)
Clinical Assistant Professor/Gainesville
LAPORTA, LAUREN D., M.D. (UMD/NJ)
Clinical Assistant Professor/Gainesville
LEGUM, LOUIS, Ph.D. (Virginia Commonwealth Univ.)
Clinical Assistant Professor/Gainesville
LEVAI, N4ARIAN A., M.D. (University of Michigan)
Clinical Assistant Professor/Jacksonville
LLINAS, JOSE J., M.D. (Havana Univ. Med. School)
Clinical Professor/Gainesville
LOBAO, CEISO B., M.D. (Michigan State Univ.)
Clinical Assistant Professor/Venice
LYLES, WILLIAM B., M.D. (Univ. of South Florida)
Clinical Assistant Professor/Gainesville
McELROY, LINDA P., Ph.D. (Catholic Univ. of America)
Clinical Assistant Professor/Gainesville
McMAHON, ELIZABETH A., Ph.D. (Univ. of Florida)
Clinical Assistant Professor/Gainesville
MEADOWS, RICHARD L., M.D. (Univ. of Florida)
Clinical Assistant Professor/Clearwater
MHATRE, UMESH, M.D. (University of Bombay)
Clinical Assistant Professor/Lake City
MOSKOVITZ, RICHARD A., M.D. (Harvard)
Clinical Associate Professor/Ocala
NELSON, JOHN F., M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
NEWMAN, E. GUSTAVE, M.D. (Duke University)
Clinical Professor/Gainesville
RAISANI, KAMAL K., M.D., COL., U.S.A.F. (Dow Medical)
Clinical Assistant Professor/San Antonio, TX
REID, PARLANE J., M.D. (University of Connecticut)
Clinical Associate Professor/Sarasota
SAPP, EVELYN D., J.D. (University of Florida)
Clinical Instructor/Gainesville
SARKIS, ELIAS H., M.D. (Faculte de Medicine, France)
Clinical Assistant Professor/Gainesville
SHAW, THEODORE A., M.Ed. (Univ of Florida)
Clinical Instructor/Gainesville
STEIN, BARBARA A., M.D. (Univ. of South Florida)
Clinical Asssistant Professor/Palm Harbor
STEIN, JOEL M., M.D. (University of Florida)
Clinical Assistant Professor/Jacksonville
STRAUSS, CYD C., Ph.D (Univ. of Georgia)
Clinical Assistant Professor/Gainesville
SULLWOOD, ARTHUR F., M.D. (Louisiana State Univ.)
Clinical Assistant Professor/Ocala
TABOADA, VIOLA Y., M.D. (Cebu Institute of Technology)
Clinical Instructor/Crystal River
THOMPSON, JOHN W., JR., M.D. (Univ of Texas at Galveston)
Clinical Assistant Professor/USAF
TINGLE, DAVID, M.D. (Univ. of Sheffield, England)
Clinical Associate Professor/Vero Beach
TURKAT, IRA D., Ph.D. (University of Georgia)
Clinical Associate Professor/Bradenton
VAUGHN, RUFUS M., M.D. (Med. College of Alabama)
Clinical Associate Professor/Gainesville
VERGARA, ALEJANDRO F., M.D. (Univ of Havana)
Clinical Assistant Professor/Jacksonville
WALDMAN, ALAN J., M.D. (Western Reserve)
Clinical Assistant Professor/Palm Harbor
WELLBORN, WALTER H., JR., M.D. (Emory Univ.)
Clinical Professor/Tarpon Springs
WHITE, CYNTHIA J., M.D. (Ohio State Univ.)
Clinical Assistant Professor/Gainesville
ZEBOOKER, EDWARD B., D.O. (Phila. Col. of Osteopathic Med.)
Clinical Assistant Professor/ /Macclenny

RADIOLOGY

ABBOTT, FRANK D., M.D. (University of Florida)
Clinical Assistant Professor/Pensacola
AKINS, E. WILLIAM, M.D. (University of Florida)
Clinical Assistant Professor/Naples
BEDOYA, RICARDO, M.D. (Javeriana Univ.)
Clinical Assistant Professor/Jacksonville
BROWN, SAMUEL E., M.D. (Med. College of Georgia)
Clinical Assistant Professor/Gainesville
CAMPBELL, JOHN B., M.D. (Univ. of Minnesota)
Clinical Professor/Orlando
CARIDI, JAMES E., M.D. (University of Florida)
Clinical Assistant Professor/Leesburg
CAZENAVE, CRAIG R., M.D. (Univ. of Florida)
Clinical Assistant Professor/Lynn Haven
COUCH, MARGARET W. M.D. (University of Florida)
Assistant Research Professor/Gainesville/VAMC
DIAMOND, KELLY A., M.D. (University of Florida)
Clinical Assistant Professor/Venice
DICKHAUS, ALFRED J., M.D. (University of Florida)
Clinical Assistant Professor/Gainesville
EHRLICH, GLENN, M.D. (State Univ. of New York)
Clinical Assistant Professor
EIKMAN, EDWARD A., M.D. (Washington Univ.)
Clinical Assistant Professor/Tampa
ELLIOTT, JOHN M., M.D., (Univ of South Florida)
Clinical Assistant Professor
HAWKINS, W. THOMAS, M.D. (University of Texas-Southwestern)
Clinical Assistant Professor/Gainesville
HAYDEN, FRANK R., JR., M.D. (University of South Florida)
Clinical Assistant Professor/Greenville
KINARD, RICHARD E., M.D. (Univ. of N. Carolina, Chapel Hill)
Clinical Assistant Professor/Gainesville
KOVACS, JOSEPH, M.D. (Medical College of Alabama)
Clinical Assistant Professor/Gainesville

LESCHER, CHARLES, F., M.D. (Medical College of Wisconsin)
Clinical Assistant Professor/Gainesville
LOTZ, PRESTON R., M.D. (Hahnemman Med. College)
Clinical Assistant Professor/Gainesville
McNEELY, GWYN F., M.D. (Univ. of North Carolina)
Clinical Assistant Professor/Gainesville
MILES, STEVEN G., M.D. (Univ. of Florida)
Clinical Assistant Professor/Daytona Beach
MUROFF, LAWRENCE R., M.D. (Harvard Med. School)
Clinical Professor of Radiology/Tampa
MURRAY, KEVIN K., M.D. (Univ. of South Florida)
Clinical Assistant Professor/Denver
PATLOVICH, MARK F., M.D. (Thomas Jefferson)
Clinical Assistant Professor/Gainesville
PAWLUS, JAMES G., M.D. (Indiana University)
Clinical Assistant Professor/Naples
PETTERSSON, HOLGER T., M.D. (Univ. of Lund)
Professor of Sweden
SHAHAN, JOHN S., M.D. (Univ. of Tennessee)
Clinical Assistant Professor/Gainesville
SIRAGUSA, ROY J., M.D. (University of Florida)
Clinical Assistant Professor/Ormond Beach
STORK, JOHN J., JR., M.D. (Georgetown University)
Clinical Assistant Professor/Gainesville
THOMAS, KATHLEEN, M.S., (Univ. of Florida)
Assistant In
URRUTIA, ENRIQUE J., M.D. (Univ. Central Del Caribe)
Clinical Assistant Professor/Temple Terrace
VIRAPONGSE, CHATRACHAI, M.D. (Melbourne Univ.)
Clinical Professor/Lakeland
YANCEY, JUDITH M., M.D. (Univ. of Florida)
Clinical Assistant Professor/Gainesville
YUSCHOK, THOMAS J., M.D. (Pennsylvania State Univ.)
Clinical Assistant Professor/Gainesville
ZFANAH, WILLIAM R., M.D. (Univ of Florida)
Clinical Assistant Professor

SURGERY

Emergency Medicine

AUNG-DIN, KENNETH, M.D. (East Carolina Univ.)
Clinical Instructor/Jacksonville
BROWN, DUNCAN J., M.D. (St. George's University)
Clinical Instructor/Jacksonville
DIETRICH, WILLIAM, M.D. (Boston University)
Clinical Instructor/Jacksonville
DRESNICK, STEPHEN J., M.D. (University of Miami)
Clinical Associate Professor/Orlando
EPSTEIN, FREDERICK B., M.D. (Med. Col. of Georgia)
Clinical Assistant Professor/Jacksonville
GYARMATHY, RAYMOND H., M.D. (Emory Univ.)
Clinical Instructor/Jacksonville
KAMM, STEVEN, M.D. (Univ. of Illinois)
Clinical Instructor/Jacksonville
SCHAUBEN, JAY L., D.Phar. (St. Johns Univ. of Pharmacy)
Clinical Assistant Professor/Jacksonville
SCHILLINGER, DAVID S., M.D. (Hahnemann Univ.)
Clinical Instructor/Jacksonville
WEIMERSKIRCH, EILEEN M., M.D. (U. of South Florida)
Clinical Assistant Professor/Fern Park

General Surgery

BERARDUCCI, JAMES P., D.M.D. (Univ. of Pittsburgh)
Clinical Assistant Professor/Jacksonville and
Clinical Assistant Professor of Oral Surgery/Jacksonville
BROWN, J. BROOKS, M.D. (Tulane University)
Clinical Professor/Jacksonville
COFRIN, DAVID A., M.D. (Cornell University)
Clinical Professor/Gainesville
COLLINS, CLYDE M., M.D. (Medical Col. of Georgia)
Clinical Associate Professor/JacksonvilleCORWIN,
JAMES H. M.D. (Jefferson Medical College)
Clinical Associate Professor/Jacksonville
DAY, SAMUEL M., M.D. (Washington Univ. - St. Louis)
Clinical Professor Emeritus/Jacksonville
DOLWICK, MELVIN F., D.M.D., Ph.D.
(Univ. of Kentucky; Va. Commonwealth)
Professor and Chairman/Oral Surgery/Gainesville
FATEMI, AMIR H., M.D. (Pahlavi University)
Clinical Assistant Professor/Jacksonville
FECHTEL, ALBERT R., M.D. (Tulane University)
Clinical Instructor/Jacksonville
FERGUSON, EMMET F., JR., M.D. (Medical Col. of Georgia)
Clinical Professor/Jacksonville
FERRARA, BERNARD E., M.D. (Univ. of South Carolina)
Clinical Professor/Lake City
HAGAN, WAYNE V., M.D. (University of Miami)
Clinical Assisistant Professor/Jacksonville
HUX, ROBERT H., M.D. (Medical Col. of Virginia)
Clinical Professor/ Leesburg

JENKINS, D. ORVIN, M.D. (University of Florida)
Clinical Associate Professor/Gainesville
JONES, KENNETH W., M.D. (Cornell Univ.)
Clinical Assistant Professor/Jacksonville
LARACH, SERGIO W., M.D. (University of Chile)
Clinical Assistant Professor/Orlando
LORE, CHARLES E., M.D. (Univ. of North Carolina)
Clinical Professor/Gainesville
McDONALD, ANTHONY P., M.D. (Univ. of Florida)
Clinical Assistant Professor/Gainesville
MOSELEY, THAD M., M.D. (Vanderbilt)
Clinical Professor/Jacksonville
PEARCE, HERBERT R., M.D. (Univ. of Mississippi)
Clinical Assistant Professor/Jacksonville
PETERS, THOMAS G., M.D. (Univ. of Cincinnati)
Clinical Professor/Jacksonville
PHILLIPS, CURTIS M., M.D. (Medical College of Georgia)
Clinical Professor/Jacksonville
PICKENS, N. EARLE, M.D. (University of Chicago)
Clinical Assistant Professor/Gainesville
REINSTINE, HARRY W., JR., M.D. (Univ. of Virginia)
Clinical Professor/Jacksonville
ROSE, SAMUEL R., II, D. Pharmacy (Philadelphia College)
Clinical Assistant Professor/Jacksonville
SANTANA, ALBERTO, M.D. (Havana University)
Clinical Assistant Professor/Jacksonville
SCHEFFER, ROBERT B., D.D.S. (Georgetown Univ.)
Associate Professor and Associate Chairman, Oral Surgery/Jacksonville
SHARP, JAMES V., M.D. (Bowman Gray)
Clinical Professor/Lake City
SOORIASH, DAVID, M.D. (Pahlavi Univ. Med. School)
Clinical Assistant Professor/Jacksonville
STEPHENSON, SAMUEL E., JR., M.D. (Vanderbilt)
Clinical Professor/Jacksonville
STUBBS, GEORGE M., M.D. (Emory University)
Clinical Associate Professor/Jacksonville
VENUS, BAHMAN, M.D. (Tehran Univ.)
Clinical Associate Professor/Jacksonville
WEBB, STEVEN, M.D. (University of Louisville)
Clinical Associate Professor/Jacksonville
WHELCHEL, C., DAVIS, III, M.D. (Med. Col. of Georgia)
Clinical Assistant Professor/Jacksonville
YASREBI, HOSEIN, M.D. (University of Tehran)
Clinical Assistant Professor/Jacksonville
YEAGLE, CHARLES F., M.D. (SUNY at Buffalo
Clinical Associate Professor/Jacksonville

Pediatric Surgery

BORGER, JAMES A., M.D. (Univ of Tennessee)
Clinical Associate Professor/Nemours/Jacksonville
DOKLER, MARYANNE L., M.D. (Creighton Univ.)
Clinical Assistant Professor/Nemours/Jacksonville
JONES, JIMMY E., M.D. (University of Tennessee)
Clinical Assistant Professor/Pediatrics/Pensacola
LAFER, DENNIS J., M.D. (Columbia Univ.)
Clinial Associate Professor/Nemours/Jacksonville
MADDEN, BRUCE R., M.D. (Tulane Univ.)
Clinical Assistant Professor/Nemours/Jacksonville
MOAZAM, FARHAT, M.D. (Dow Med. Col., Pakistan)
Clinical Professor/Pakistan
WEBB, HOWARD W., M.D. (Emory Univ.)
Clinical Professor/Nemours/Jacksonville
WILKINSON, ALBERT H., JR., M.D. (Jefferson)
Clinical Professor/Jacksonville

Plastic and Reconstructive Surgery

ASOKAN, RANGASWAMY, M.D. (Madras Univ., India)
Clinical Assistant Professor/Ocala
BRILL, ROGER T., M.D. (University of Miami)
Clinical Associate Professor/Gainesville
BRYANT, W. MICHAEL, M.D. (Johns Hopkins Univ.)
Clinical Associate Professor
FURLOW, LEONARD T., JR., M.D. (Washington Univ.)
Clinical Professor/Gainesville
GRAHAM, BRAUN H., M.D. (Indiana Univ.)
Clinical Assistant Professor/Sarasota
KAYE, BERNARD L., D.M.D., M.D. (Harvard Univ.)
Clinical Professor/Jacksonville
MOORE, CHARLES E., M.D. (Univ. of Missouri)
Clinical Assistant Professor/Tallahassee
POSER, JOHN S., M.D. (Northwestern University)
Clinical Instructor/Gainesville
ZOELLER, THOMAS L., M.D. (Rush Medical College)
Clinical Assistant Professor/Ocala
Thoracic and Cardiovascular Surgery
DAVIS, JAMES M., M.D. (Harvard University)
Clinical Assistant Professor/Jacksonville
FINCK, SANFORD J., M.D. (Univ. of California-Irvine)
Clinical Assistant Professor/Jacksonville
GERTNER, HAROLD R., JR., M.D. (Univ. of Florida)
Clinical Associate Professor/Gainesville
NESMITH, MARSH A., JR., M.D. (Duke University)
Clinical Professor/Gainesville
NUNN, DANIEL B., M.D. (Univ. of South Carolina)
Clinical Professor/Jacksonville
RIVERA-SANTIAGO, RENE, B.S. (Johns Hopkins)
Assistant in Surgery/Gainesville
SHERMAN, ROGER W., M.D. (Univ. of Miami)
Clinical Assistant Professor/Leesburg
SNYDER, HAROLD E., M.D. (Vanderbilt)
Clinical Associate Professor/Jacksonville
WESLY, ROBERT L., PhD., (Duke University)
Clinical Assistant Professor/Gainesville

Urology

ACKERMAN, EDWARD, M.D. (Wayne State Univ.)
Clinical Associate Professor/Winter Park
BARRAZA, MARK A., M.D. (Univ. of Mississippi)
Clinical Assistant Professor/Nemours/Jacksonville

CASCIONE, CARL J., M.D. (Univ. of Dominica)
Clinical Assistant Professor
DEARDOURFF, STEPHEN L., M.D. (Ohio State Univ.)
Clinical Associate Professor/Gainesville
DETURE, FRANCIS A., M.D. (University of Florida)
Clinical Assistant Professor/Winter Park
DINEEN, MARTIN K., M.D. (Louisiana State, Univ.)
Clinical Assistant Professor/Daytona Beach
ENGLISH, JAMES M., M.D. (Univ. of Miami)
Clinical Assistant Professor
GADDY, CLARK D., M.D. (Univ. of Texas-Southwestern)
Clinical Assistant Professor/Gainesville
GRABLE, MICHAEL S., M.D. (University of Michigan)
Clinical Assistant Professor/DeLand
HART, OLIVER J., III, M.D. (Bowman Gray School of Medicine)
Clinical Assistant Professor
HUNTER, PATRICK T., III, M.D. (Vanderbilt Univ.)
Clinical Assistant Professor/Orlando
JABLONSKI, DONALD V., M.D. (Wayne State)
Clinical Associate Professor/Winter Park
KLAIMAN, ALLAN P., M.D. (University of Michigan)
Clinical Assistant Professor
KREAGER, JOHN A., JR., M.D. (Univ. of Wash.)
Clinical Assistant Professor
LEAL, JORGE J., M.D. (University of Florida)
Clinical Assistant Professor/Cocoa
McCULLY, ALVIE C., M.D. (University of Tennessee)
Clinical Associate Professor/Tallahassee
OETJEN, LEROY H., M.D. (Tulane Univ)
Clinical Assistant Professor/Orlando
POTTS, WILLIAM E., M.D. (Medical Univ. of South Carolina)
Clinical Assistant Professor/Tallahassee
ROLLINS, RALEIGH W., M.D. (Medical College of Georgia)
Clinical Assistant Professor/Tallahassee
SAWYER, WILLIAM P., M.D. (Univ. of N. Carolina)
Clinical Assistant Professor/Tallahassee
SELLINGER, SCOTT B., M.D. (Univ. of Florida)
Clinical Assistant Professor/Tallahassee
SIROIS, RONALD C., M.D. (University of Florida)
Clinical Assistant Professor
STRINGER, THOMAS F., M.D. (Wayne State Univ.)
Clinical Assistant Professor/Inverness
STEVENS, PETER S., M.D. (Emory Univ.)
Associate Professor/Nemours/Jacksonville
TIMMONS, JOHN W., JR., M.D. (Ohio State Univ.)
Clinical Assistant Professor/Gainesville
VAUGHAN, DAVID J., M.D. (Univ. of Cincinnati)
Clinical Assistant Professor
YAVARI, MORTEZA G., M.D. (Pahloui University)
Clinical Assistant Professor/Jacksonville

PRECEPTORS

Community Health and Family Medicine

BUCCIARELLI, RICHARD L., M.D. (Univ. of Michigan)
Pediatric Neonatology Division, College of Medicine
CRUZ, AMELIA C., M.D. (Far Eastern Univ., Philippines)
Department of Obstetrics and Gynecology, College of Med.
RAFFA, JAMES, M.D. (Medical College of Virginia)
Gainesville, Florida
SESSIONS, W. HERMAN, M.D. (Med. Col. of Georgia)
Jacksonville, Florida

MEDICAL STUDENTS

CLASS OF 1994
Name/Hometown/Residency

ABEL, KI LYNN/Aventura, FL
Baylor College of Medicine, Houston, TX
ATKINSON, TANGELA HENDERSON/Carol City, FL
Tuscaloosa Family Practice, Tuscaloosa, AL
AYERS, JANE /Cape Coral, FL
U of F College of Medicine, Gainesville, FL
BARTFIELD MICHAEL CHARLES/Sunrise, FL
Orlando Regional Health Center, Orlando, FL
BAYLOR, JEFFREY PAUL/Shalimar, FL
Univ. of Florida, College of Medicine, Gainesville, FL
BEADLING, BRENT LESLIE/Jacksonville, FL
Halifax Medical Center, Daytona Beach, FL
BEAUCHAMP, RODNEY/Sneads, FL
U of Virginia Med Center, Charlottesville, VA
BERGER, KYAN JAMES/Miami, FL
U of California/San Diego Med Center, San Diego, CA
BERRY, JOHN FRANKLIN/Ft. Lauderdale, FL
Univ. of Florida, College of Medicine, Gainesville, FL
BING, KATHRYN FIPP/Jacksonville, FL
U of Florida Health Care Center, Jacksonville, FL
BLUM, DAVID ARI/Boca Raton, FL
Orlando Regional Health Center, Orlando, FL
BOSTROM, SAMANTHA PIKE/Okeechobee, FL
Univ. of Florida, College of Medicine, Gainesville, FL
BUCHANAN, KEITH CARLTON/Tampa, FL
Orlando Regional Health Center, Orlando, FL
CAMPBELL, DAVID PAUL/Sarasota, FL
Texas Tech University, Lubbock, TX
CAMPOSANO, ROBIN ANN/Marco Island, FL
Univ. of Florida, College of Medicine, Gainesville, FL
CARANTZAS, ANTHONY C./Jacksonville, FL
Greenville Hospital System, Greenville, SC
CHANDRASEKHARA, RAVI/Winter Haven, FL
Baylor College of Medicine, Houston, TX
CHATHAM, JAMES ROBERT/Altamonte Springs, FL
Univ. of Florida, College of Medicine, Gainesville, FL
CHATHAM, TARA WILFONG/Longwood, FL
Tripler Army Medical Center, HI
CLARK, AMY/Breckenridge, CO
U of Texas, Houston, TX
CLARK, WILLIAM J. /Northridge, CA
U of Florida College of Dentistry, Gainesville, FL
COBB, JON MARSHALL/Panama City, FL
Emory University School of Medicine, Atlanta, GA
CODADA, SHIRLEY N./Miami, FL
Temple University Hospital, Philadelphia, PA
CONKLING, CHRISTINE ELIZABETH/Miami, FL
Univ. of Florida, College of Medicine, Gainesville, FL
COSENTINO, LYNN MARIE/Marietta, GA
Univ. of Florida, College of Medicine, Gainesville, FL
COWAN, BENJAMIN ALAN/Beaufort, SC
Maine Medical Center, Portland, ME
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FORDAN, JENNIFER ESTOY /Jacksonville, FL
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FRIEDMAN, MELISSA/Boca Raton, FL
The New York Hospital, New York, NY
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Orlando Regional Health Center, Orlando, FL
GEDDIE, JEWELL BARBARA/Tallahassee, FL
Orlando Regional Health Center, Orlando, FL
GEHRIG, THOMAS RICHARD/Orlando, FL
U of Virginia, Charlottesville, VA
GEORGE, RICHARD WILLIAM/Orlando, FL
Mayo Clinic, Jacksonville, FL
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Orlando Regional Health Center, Orlando, FL
GLANTZ, MELISSA GRACE/Tampa, FL
U of Kentucky Medical Center, Lexington, KY
GLASSMAN, MICHAEL LOUIS/Hollywood, FL
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Long Island Jewish Hosp., New Hyde Park, NY
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LSU School of Medicine, New Orleans, LA
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HOOPER, LISA DIANE/Sand Springs, OK
Baylor University Medical Center, Dallas, TX
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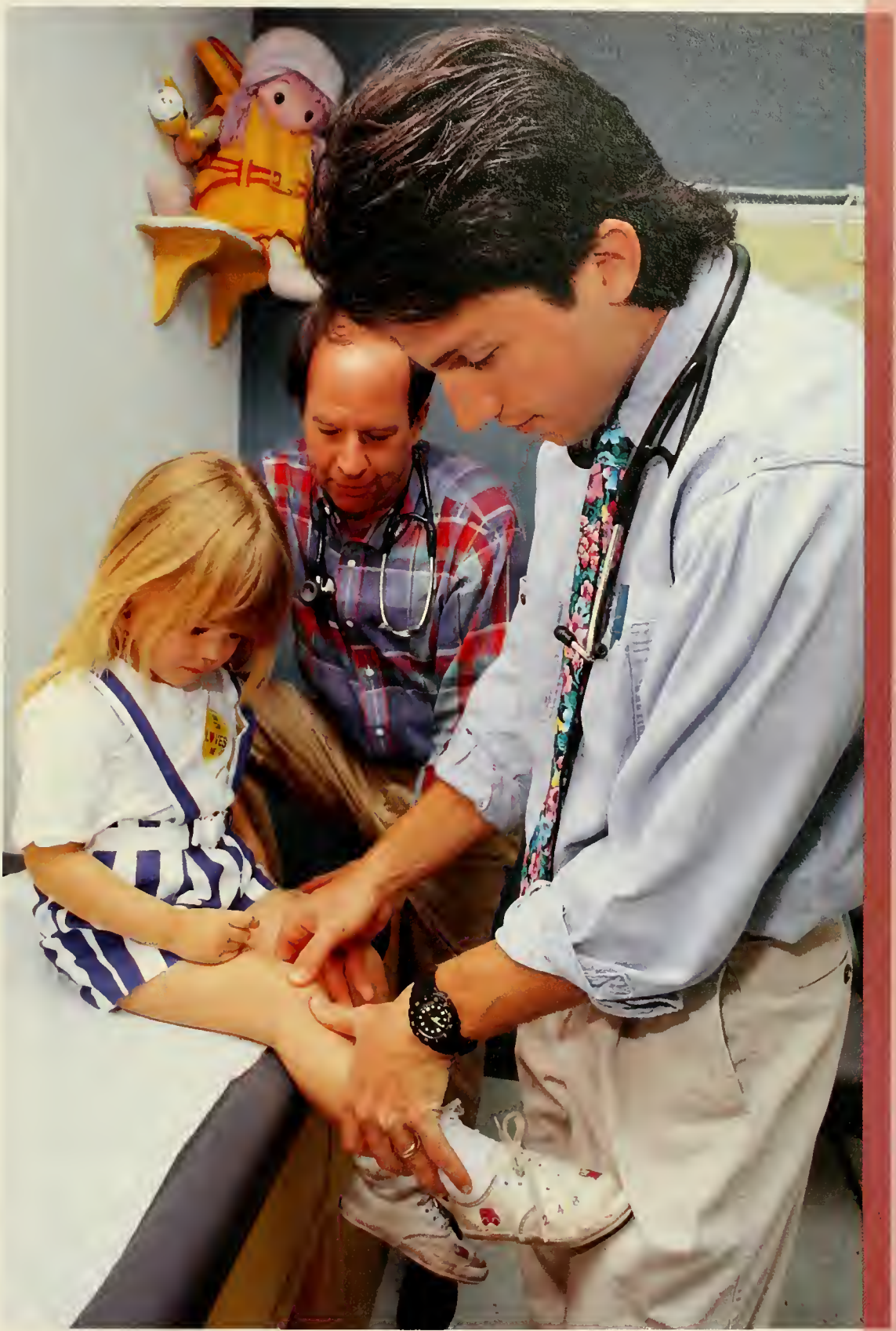
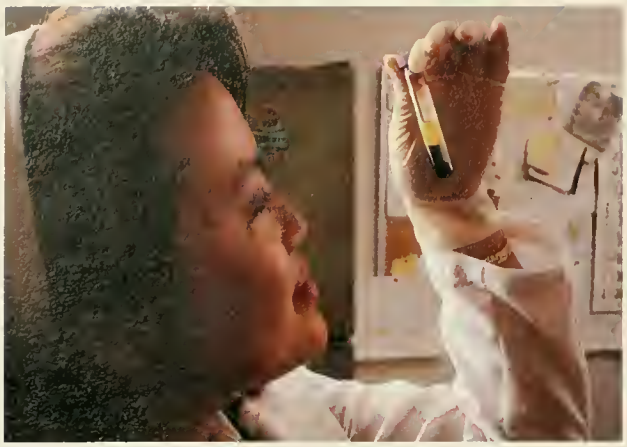
U of South Florida College of Med., Tampa, FL





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Halifax Medical Center, Daytona Beach, FL
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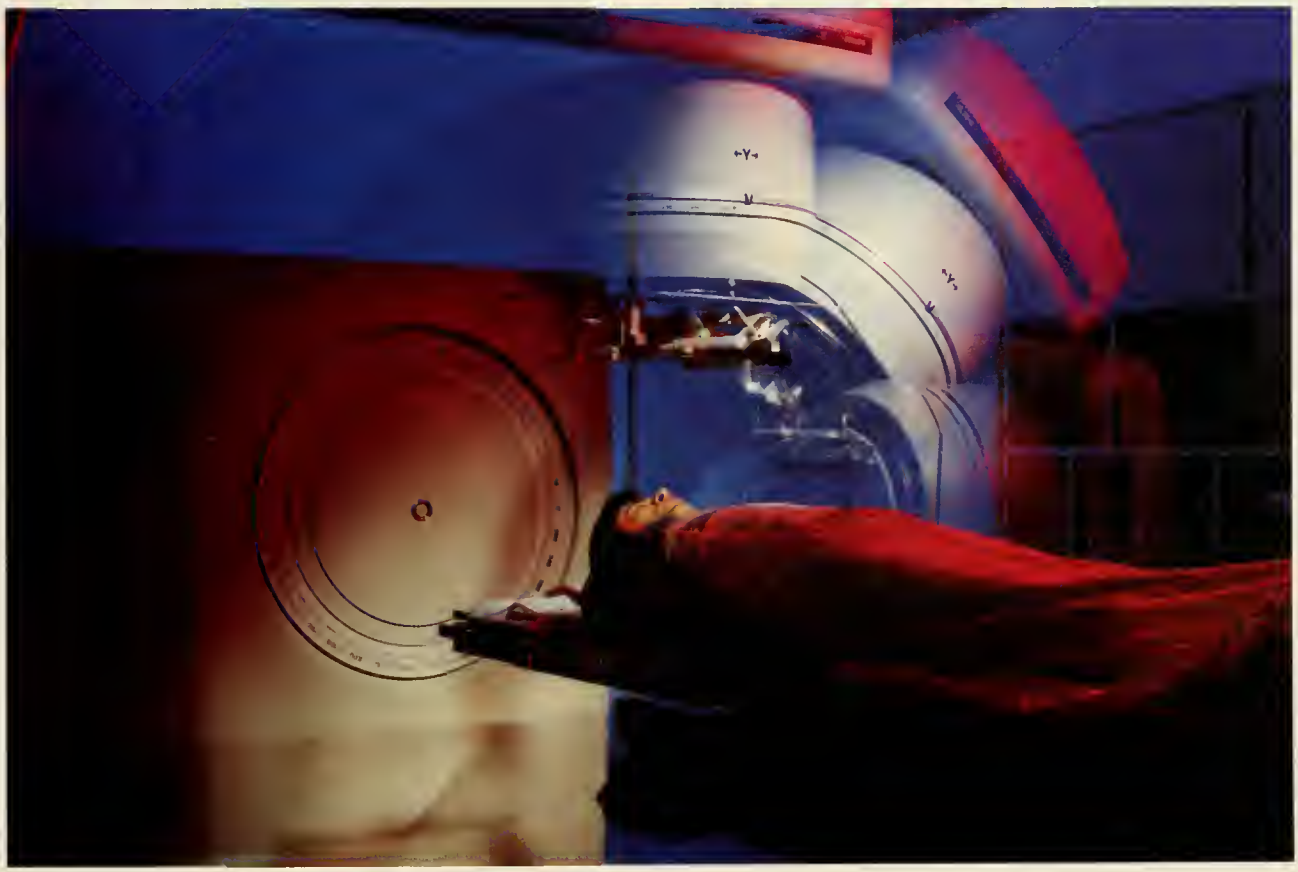
BROUILLETTE, CHRISTOPHE JASON/Pace, FL



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STONE, AMY RENEE/Gainesville, FL
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YAO, YIEN/Casselberry, FL

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BEAVERS, SUZANNE FARR/Punta Gorda, FL
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COYNER, CAROL ANN/Lakeland, FL
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DHOPLE, ANITA ARVIND/Satellite Beach, FL
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DUTCZAK, STEFANIE LOIS/Merritt Island, FL
D'ALESSIO, MATTHEW JON/Sunrise, FL
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GROW, WILLIAM B./Tallahassee, FL
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HENSLEY, LINDA ANN/Jacksonville, FL
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HUGHES, MATTHEW EDWARD/St. Petersburg, FL
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JACOBSON, RANDYE GAIL/Tamarac, FL
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LEUNG, STEVEN JAMES/Coral Springs, FL
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SCROGGIE, DAREN ASHLEY/Gainesville, FL
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MONS, MICHELLE AILEEN/Oakland Park, FL
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STETSON, ROBERT ALAN/Miami, FL
STOVER, STEPHANIE ANDREA/Pensacola, FL
TUCKER, LIESEL LOUISE/Panama City, FL
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VU, CHUONG HOANG/Pensacola, FL
VUONG, TRANG T.Q./Chattahoochee, FL
WAINBERG, ROBYN BETH/Miami, FL
WARNER, TODD ALLEN/Clearwater, FL
WATERS, MICHAEL FARRIS/Orange Park, FL
WHITBOURNE, SUZANNE KAREN/Coral Springs, FL
WILSON, MARK WALTHER R./Oxford, OH
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BLUST, DANIELLE LOUISE/Longwood, FL
BRIM, SUZANNE MEREDITH/Gulf Breeze, FL
BRUCKNER, BRIAN ALLEN/Merritt Island, FL
CAMPBELL, JAMES DOUGLAS/Neptune Beach, FL
CHEN, JAMES SONGJIN/Gainesville, FL
CHEWNING, JOHN THOMAS/Satellite Beach, FL
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COLEMAN, THADDEUS/Ocala, FL
CONBOY, JOHN WESTCOTT/Orlando, FL
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DAVIS, JACQUELYN ANN/Jacksonville, FL
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EVENSON, LAURIE JANE/Longwood, FL
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FINKELSTEIN, MICHELLE LOREN/Coral Springs, FL
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PAYABYAB, JOSE B./Plantation, FL
PEARCY, KIMBERLY DAWN/Lithia, FL
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SOLIMAN, GEORGE/Tallahassee, FL
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WONG, SEIT/Coral Springs, FL
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FLISS, MARIA FILOMENA/Brazil

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LAMIAN, VAHIDEH/Iran
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TUTTLE, DANIEL L. /Hammond, IN
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ZHANG, YUNYAN/China

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GRAY, ALICE HOLLY/Kingsport, TX
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LIU, JIQUO/China
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RAO, CHETANA/India
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STACK, ABIGAIL/Southampton, NY
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WESTLING, JENNIFER/Gainesville, FL
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Immunology & Medical Microbiology

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BOWMAN, MARY CATHERINE/Orlando, FL
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Neuroscience

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PENNELL, NATHAN A./Chapel Hill, NC
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HUGHES, BERTRAM/Gainesville, FL
KOHLER, JAMES/Largo, FL
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MACAULEY, SHAWN/Gainesville, FL

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BUI, MARILYN MA/China
FENG, YA-NAN/China
GOKHALE, JAYASHREE A. / Poona, India
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HUGGINS, MONIQUE/Loma Linda, CA
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LI, YANGXIN/P.R. China
LIU, KUI/China
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SHENG, BAODONG/P.R. China
SHIEH, DONG-CHEN/Taiwan
SLEV, PATRICIA/Romania
SOOS, JEANNE/Rahway, NJ
SZENTE, BRIAN?Rahway, NJ
WINECKER, RUTH/Atlanta, GA
WU,JIAN-MING/China
XIE, XIANQING /China
YE, XIANGGAO/PR China
YU, YING/China
YUI, MARY/Monterey, CA
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AMOAH-APRAKU, BISMARCK/Ghana
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CHARLES, GRANTLEY/West Indies
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FREYER, SARAH/Redbank, NJ
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MASTEN, SCOTT/Winston-Salem, NC
RUDOLPH, JOSEPH/Arlington Heights, IL
SALMINEN, WILLIAM F., Jr./Buffalo, NY
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SRINIVAS, MIDUTURU/India
WANG, DESUO/China
WANG, SAMUEL/Columbus, OH
ZHANG, JIAHUI/Chengdu, P.R. China
ZHANG, LIYAN/P.R. China

Physiology

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GYURKO, ROBERT/Hungary
HUANG, XIANCHENG/P.R. China
KOPNISKY, KATHY/Charleston, WV
LI, BING/P.R. China
MENG, HONG-BIN/P.R. China
PAULDING, WALTKE RECHE/Tampa, FL
PENG, JIAN-FENG/P.R. China
REUTTER, MICHAEL A. /Rochester, MN
SAOUD, CHRISTINE/Melbourne, FL
TOFFOLO, SHAWN/Ft. Lauderdale, FL
YU, KAN/P.R. China

Technical Standards for Medical School Admissions

A candidate for the M.D. degree must have abilities and skills in observation, communication, motor, conceptual, integrative, quantitative, behavioral and social. Technological compensation can be made for some disabilities in some areas, but a candidate should be able to perform in a responsible, independent manner.

I. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Detailed observation necessitates the functional use of the sense of vision and other sensory modalities.

II. **Communication:** A candidate must be able to speak, to hear, and to observe patients in order the elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate rapidly, effectively and efficiently in oral and written form with all members of the healthcare team.

III. **Motor:** Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate must be able to execute motor movements reasonable required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians include: the administration of intravenous medication, the application of pressure to stop bleeding and the opening of obstructed airways. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of touch and vision.

IV. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis and synthesis of complex information.

V. **Behavioral and Social Attributes:** A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and learn to function in the fact of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admission and education processes.

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Photography: Russ Lante, Allen Cheuvront, Louis Mallory,
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The University Record
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